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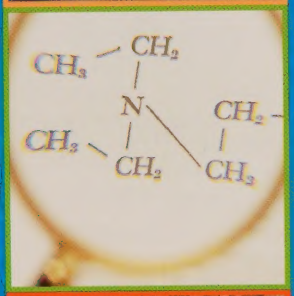
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81-582
(144)







Report of the Pan-Canadian Education Indicators Program 2007

PCEIP 2007

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Education Indicators in Canada



Report of the Pan-Canadian Education Indicators Program 2007

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December 2007

Catalogue no. 81-582-XPE

ISBN 978-0-660-19778-4

Catalogue no. 81-582-XIE

ISBN 978-0-662-47343-5

Frequency: Occasional

Ottawa, Toronto

Également offert en français sous le titre : *Indicateurs de l'éducation au Canada. Rapport du Programme d'indicateurs pancanadiens de l'éducation 2007.* (nº 81-582-XIF au catalogue).

Note of appreciation

Canada owes the success of its statistical system to a long-standing partnership between Statistics Canada, the citizens of Canada, its businesses, governments and other institutions. Accurate and timely statistical information could not be produced without their continued cooperation and goodwill.

Library and Archives Canada Cataloguing in Publication Data

Education indicators in Canada: report of the Pan-Canadian Education Indicators Program, 2007.

Co-published by: Canadian Education Statistics Council.
Issued also in French under title: Indicateurs de l'éducation au Canada : rapport du Programme d'indicateurs pancanadiens de l'éducation, 2007.
Available also on Internet.
ISBN 978-0-660-19778-4 (paper)
ISBN 978-0-662-47343-5 (Internet)
CS81-582-XPE
CS81-582-XIE

1. Educational indicators – Canada. 2. Education – Canada – Statistics. I. Statistics Canada. Culture, Tourism and the Centre for Education Statistics. II. Canadian Education Statistics Council. III Pan-Canadian Education Indicators Program. IV. Title.

LA412 E38 2007 370.971'021
C2007-988003-7

This publication was prepared jointly by Statistics Canada and the Council of Ministers of Education, Canada (CMEC), in collaboration with provincial/territorial departments and ministries with responsibility for education and training. It is the report of the Pan-Canadian Education Indicators Program (PCEIP) of the Canadian Education Statistics Council (CESC), a joint body of Statistics Canada and CMEC. Data included here were taken from the sources indicated and were accurate at the time they were reported to Statistics Canada. They may, however, differ from the data made public by individual jurisdictions as adjustments have been made to the data to compensate for differences in definitions and reference dates used and in institutional reporting methods. The source for internationally comparative statistics is the Organisation for Economic Co-operation and Development (OECD). In this report, the statistics for Canada may not appear exactly as they do in the cited OECD reports, due to subsequent updating/revision of the Canadian data by Statistics Canada. The definitions of the terms used are consistent with those found in other Statistics Canada and CESC publications. This publication includes the most recent data available. Updated data for certain indicators will be accessible on the Web sites of Statistics Canada at http://www.statcan.ca and of the CMEC at http://www.cmec.ca as the data become available.

Symbols

The following standard symbols are used in this publication

.	not available for any reference period
..	not available for a specific reference period
...	not applicable
p	preliminary
r	revised
e	estimate
x	suppressed to meet the confidentiality requirements of the *Statistics Act*
E	use with caution
F	too unreliable to be published

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The Pan-Canadian Education Indicators Program

Background

This document is the fifth edition of *Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program.*

The Pan-Canadian Education Indicators Program, or PCEIP, is a joint venture of Statistics Canada and the Council of Ministers of Education, Canada (CMEC).

In the Victoria Declaration of 1993, the provincial and territorial ministers responsible for education and training agreed to create PCEIP. PCEIP's mission is to publish a set of statistical measures on education systems in Canada for policy makers, practitioners and the general public to monitor the performance of education systems across jurisdictions and over time.

The first indicators published under the PCEIP banner appeared in 1996. A consultation with provincial and territorial governments and other education stakeholders the following year led to the definition of a new set of indicators, designed to address key policy issues. Similar consultations were held in the fall of 2004 and the modifications to the indicator set from those consultations have been incorporated in subsequent editions of *Education Indicators in Canada.*

In 1999, the first PCEIP report based on the new indicator set was published, followed by reports in 2003 and 2005.

What is unique about PCEIP

The Pan-Canadian Education Indicators are not the only indicators on Canadian education systems. Within Canada, many jurisdictions have developed education indicators, or are in the process of doing so.

The diversity of education systems in Canada and differences in definitions and data collection methods often restrict meaningful interjurisdictional comparisons. The Pan-Canadian Education Indicators incorporate extensive methodological work aimed at harmonizing data across jurisdictions. Indeed, the goal of the program is to provide consistent and high-quality information on education for all of Canada to support informed decision-making, policy formulation and program development.

Internationally, the Organisation for Economic Co-operation and Development produces a set of education indicators called the *Indicators of Educational Systems (INES).* The INES indicators compare education systems of OECD member countries. Results are published annually in *Education at a Glance: OECD Indicators.* Canada

has participated in this project since its inception in 1988. PCEIP incorporates certain INES indicators to provide an international framework for pan-Canadian and jurisdictional indicators.

Value of education indicators

Indicators combine discrete education statistics and give them context. Indicators permit comparisons—between jurisdictions, over time, and with commonly accepted standards.

Although indicators show trends and uncover interesting questions, they cannot by themselves provide explanations or permit conclusions to be drawn. Additional research will always be required to diagnose the causes of problems and suggest solutions. The aim of this report is to stimulate thinking and promote debate on education issues.

In this edition

The indicators are divided into five chapters. Chapter A, *A Portrait of the School-Age Population*, focuses on demographic trends for the population aged 5 to 29, and considers indicators of cultural diversity, low income, and family background for the population aged 5 to 24.

Chapter B, *Financing Education Systems*, looks at trends in public and private expenditures on education, examines the distribution of capital and operating expenditures, and reports on student debt.

Chapter C, *Elementary-Secondary Education*, includes indicators on pre-school children, enrolment, graduation, and human resources at the elementary-secondary level. Other topics covered are information and communications technology and student achievement.

Chapter D, *Postsecondary Education*, provides similar information at the postsecondary level, looking at participation and graduation data for apprenticeship programs, colleges, and universities, as well as human resources at universities. It also covers research and development, adult literacy, and the educational attainment of the working-age population.

Finally, Chapter E, *Transitions and Outcomes*, looks at transitions from high school to postsecondary education and work, and provides information on labour market outcomes by level of education.

The indicators in this report were selected on the basis of two criteria: relevance for policy development and availability of data. They are based on the most recent available data. Excel tables will be updated regularly and made available on the Web.

Highlights

Chapter A: A portrait of the school-age population

Population size

- The population aged 5 to 14 years is projected to decrease by less than half a million between 2001 and 2011, to about 3.7 million.
- The population aged 15 to 19 years is projected to peak at 2.2 million in 2011. It is expected to drop between 2011 and 2021.
- The 20- to 24-year-old population is expected to peak at about 2.3 million in 2016 and to decrease until 2026, when it is expected to stabilize at 2.1 million.
- The population aged 25 to 29 is projected to increase in size until 2021, but is not expected to regain 1991 levels.
- Due to the recent trend in fertility rates, most jurisdictions could experience a period of decline in their preschool, elementary, secondary and postsecondary age populations.
- The Aboriginal identity population aged 0 to 29 is projected to increase steadily over the next 10 years. The only Aboriginal population group that is projected to decrease by 2016 is the Métis, both in the 5-to-14 and the 15-to-19 age groups.

Cultural diversity

- Diversity among the school-age population (aged 5 to 24 years) generally increased between 1991 and 2001.
- In Toronto and Vancouver, over 25% of the school-age population in 2001 were immigrants, and approximately 20% had a home language other than English or French.
- The proportion of the school-age population with Aboriginal identity is significant and growing in Canada's census metropolitan areas (CMAs) and in areas outside the CMAs in certain provinces and territories. In 2001, they represented 2% of the school-age population living in CMAs and 9% of the school-age population living outside metropolitan areas.

Low income

- In 2004, 7% of all children living with two parents were in low-income situations. Among children living in lone-parent families, the proportion was 26%.
- For those children living with one parent in 1999, just under half experienced a spell of low income at some time between 1999 and 2004, with 32% having low income for more than one year.

Family background

- The proportion of 5- to 14-year-olds who were living with married parents fell from 78% in 1991 to 69% in 2001. Among teenagers aged 15 to 19, the corresponding proportions were 71% and 68%. The proportions of 5- to 19-year-olds raised by parents in common-law situations doubled between 1991 and 2001. In 2001, 19% of 5-to-19-year-old children lived with a lone parent.
- By 2001, more young adults were living at home with their parents. According to 2001 Census data, 57% of 20- to 24-year-olds lived with their parents, a noticeable rise compared with 50% a decade earlier.
- More parents were working full-time in 2001 compared with 10 years earlier. The proportion of children aged 5 to 14 living in two-parent families where both parents were working full-time rose from 45% to 49%.
- Between 1996 and 2001, the census years that offer comparable Aboriginal identity data, the proportion of 5- to 14-year-old Aboriginal children living with both parents (married or common-law) remained fairly constant at 60%. The proportion of Aboriginal children aged 5 to 14 living with a lone parent increased from 29% to 35%, while the proportion of those not living with their parents decreased from 10% to 5%.
- Between 1996 and 2001, the proportion of Aboriginal people aged 15 to 19 who were lone parents themselves increased from 2% to 4%.
- Between 1996 and 2001, the proportion of Aboriginal children aged 5 to 14 living in two-parent families where both parents worked full-time increased from 35% to 41%.

Chapter B: Financing education systems

Total expenditure on education

- Between 1997/1998 and 2002/2003, total education expenditure in Canada rose 12% in 2001 constant dollars to $72.3 billion, with 67% of the overall increase occurring at the postsecondary level.
- Average Canadian per capita expenditure increased 7% to $2,305 between 1997/1998 and 2002/2003.
- In Canada, total public and private expenditure on education increased 14% while GDP rose 17%, resulting in total education spending dropping from 6.6% of GDP in 1999/2000 to 6.4% in 2002/2003.

Public and private expenditure on education

- In the 2005/2006 fiscal year, governments spent $75.7 billion (in 2001 constant dollars) on all levels of education, which represented 16.1% of total public expenditures. Spending on health that year accounted for 19.9% of public expenditures.
- Between 1997/1998 and 2002/2003, combined federal, provincial/territorial and municipal government expenditure (in constant dollars) in Canada grew by 10% at the postsecondary level; expenditure at the elementary-secondary level increased by 5%.
- In 2002/2003, $3.6 billion in private expenditures was spent at the elementary-secondary level and $9.2 billion at the postsecondary level.
- In 2004, 43% of Canadian households incurred educational expenses for such items as textbooks, school supplies and tuition costs, spending an average of $2,484.
- In 2005/2006, university tuition fees ranged from $2,948 in education to $11,724 in dentistry. Undergraduate university tuition cost an average of $3,788. At the Canada level, the share of total university revenues accounted for by student fees and other non-government revenues decreased slightly from 47% in 1999/2000 to 46% in 2004/2005.
- In 2004/2005, Canadian universities' expenditures totaled $21 billion, with capital and operating expenditures respectively accounting for 10% and 90% of the total. Sixty-one per cent of operating expenses were devoted to compensation for academic and other staff.

Student debt

- The 2000 university graduates who borrowed from government student loan programs owed an average of $16,200 at graduation, 25% more than 1995 university graduates. Similarly, the 2000 college graduates owed an average of $11,700, 20% more than 1995 college graduates.
- Almost one-quarter of 2000 graduates who did not pursue any further postsecondary education program still owed debt to government student loan programs five years after graduation.

Chapter C: Elementary-secondary education

Early years and school readiness

- Canadian parents reported in 2004/2005 that the physical health of their 4- and 5-year-old children was generally very good.
- In 2004/2005, 18% of 4- and 5-year-old boys had received a diagnosis of asthma at some point in their lives, along with 9% of 4- and 5-year-old girls.
- Approximately 60% of 4- and 5-year-olds had an adult who read to them every day.
- More 4- and 5-year-old girls than boys looked at books or tried to read on their own daily (75% vs. 67% among the 5-year-olds).
- In 2004/2005, the vast majority of 4- and 5-year-olds had normal or advanced receptive language skills (83% to 89% depending on gender and age).

Elementary-secondary school enrolments and educators

- Between the 1997/1998 and 2004/2005 school years, enrolments in public elementary and secondary schools rose in only two provinces, Ontario and Alberta.
- There were approximately 310,000 educators country-wide in 2004/2005.The number of female educators far exceeded the number of male educators in all age groups. Most full-time educators, whether male or female, were in the 30-to-59 age range. The proportions of full-time educators in the oldest age group were very low, with few working after the age of 60.
- Between 1997/1998 and 2004/2005, the number of students per educator declined. The student-educator ratio in public elementary-secondary schools fell from 16.6 to 15.9 at the Canada level.

Secondary school graduation

- The pan-Canadian high school graduation rate in 2002/2003 was 74%.
- In Canada as a whole, in 2002/2003, graduation rates were higher for females (78%) than for males (70%). The situation was the same in 1997/1998.

Student achievement

- In terms of mathematics literacy, Canada's performance on OECD's Programme for International Student Assessment (PISA) was strong, with only Hong Kong-China and Finland, performing significantly better than Canada.
- Across Canada, 71% of 13-year-olds and 64% of 16-year-olds reached the expected levels on the 2004 science assessment of the School Achievement Indicators Program (SAIP).
- In the SAIP writing assessment, in 2002, 84% of 13-year-olds and 61% of 16-year-olds reached the expected levels.
- In the SAIP mathematics assessment, in 2001, 64% of 13-year-olds and 50% of 16-year-olds reached the expected levels in mathematics content.

Information and communications technologies (ICT)

- In 2003, the average number of students per school computer in OECD countries was 15. Canada's average of six students per every school computer is among the most favourable.
- In Canada, 89% of 15-year-olds in 2003 had a home Internet connection, ranking second after Sweden (90%).
- Overall, about 90% of students in Canada reported frequent computer use at home in 2003, about double that claiming frequent use of school computers (4 in 10).
- Although at least 95% of Canadian 15-year-old students had access to computers, either at home or at school, over one-quarter (28%) said they "never" used computers for learning their school material.

Chapter D: Postsecondary education

Enrolment in postsecondary education

- In 2004, there were 267,800 registered apprentices in Canada, 64% more than in 1994.
- In the 2004/2005 academic year, the total number of full-time students enrolled in public colleges and institutes in all jurisdictions was about 514,000.
- Between 1994/1995 and 2004/2005, undergraduate enrolment at Canadian universities increased 19%, rising from 658,300 students to 785,700, with most of this growth occurring since the latter part of the 1990s. In 2004/2005, there were 148,700 graduate students in Canada. This represents an increase of 32% over the decade, a faster rate of growth than at the total undergraduate level. Most of this increase has occurred since the latter part of the 1990s.
- Full-time students are the drivers behind this growth as their numbers have grown 28% since 1999 to a record 631,900 students in 2004/2005. In contrast, part-time enrolment at the undergraduate level decreased 11% to 155, 300 students between 1994/1995 and 1999/2000, and since then has remained at this lower level
- Women have constituted the majority in full-time undergraduate studies for some time, and now their enrolment at the total graduate level is equal to that of men. Since 1994/1995, men's share of full-time undergraduate enrolment has decreased from 46% to 42%. Men's share of graduate enrolment dropped from 56% to 51% over the same period.

Postsecondary completions and graduation rates

- The apprenticeship branches of provincial and territorial governments reported 19,700 individuals completing registered apprenticeship programs in 2004, up 17% from 1994. The number of completers increased in all major trade groups, with the "other trades" group, metal fabricating, and industrial and related mechanical trades showing the highest growth rates over the decade.
- In 2004/2005, there were 173,000 graduates from public colleges and institutes in Canada.
- In 2004, there were about 31,000 more graduates from Canadian universities than in 1994, with women accounting for three-quarters of this increase. In 2004, women accounted for 60% of graduates compared with 57% 10 years earlier.
- The physical, natural and applied sciences accounted for 23% of university graduates in 2004.

University educators

- Between 1994/1995 and 2004/2005, the total number of full-time university educators rose by 6%. This global increase masked diverging evolution among the ranks of faculty: the number of full and associate professors employed in Canadian universities actually fell 6% and 5%, respectively, while the number of educators in the "other ranks," which captures entry-level assistant professors, lecturers and instructors, jumped 41%. By 2004/2005, these educators accounted for 32% of the total full-time teaching faculty, up from 24% in 1994/1995.
- Since 1999, the age profile of university educators in Canada has become both younger and older. In 2004/2005, 19% of educators were 30 to 39 years of age, up from 16% in 1999/2000. Over this same period, the proportion of faculty who were 50 to 59 years of age dropped from 39% to 33% and the proportion aged 60 and over increased from 12% to 16%.

- Women accounted for 32% of all full-time university educators by 2004/2005, up from 23% a decade earlier.
- Between 1994/1995 and 2004/2005, average salaries of full-time university faculty increased 4% (in 2001 constant dollars) to about $87,000.

Research and development

- In 2004, Canada conducted $24.2 billion worth of R&D (in real 2001 dollars). This represents 2.0% of the gross domestic product (GDP). Between 2000 and 2004, expenditure on R&D grew by 16%, a rate just high enough to keep the ratio of the GDP constant.
- Canada's R&D performance appears below the OECD countries' average at 2.3%. Canada slipped one place from 11th in 2002 to 12th in 2004 among OECD countries.
- In 2004, universities accounted for slightly more than one-third of all R&D in Canada, second to the business sector which accounted for more than half of all R&D.
- In 1991, universities across Canada contributed $3.8 billion (in real 2001 dollars) worth of R&D. By 2004, R&D in the university sector more than doubled to $8.4 billion.

Literacy

- Just over half (52%) of the population aged 16 and over in 2003 had levels of prose literacy proficiency at Level 3 or above (as measured in IALSS 2003), while 48% performed at Levels 1 or 2 on the prose literacy scale. These individuals are likely to face real challenges in coping with the emerging skill demands of a knowledge-based economy.
- The proportion of adults at each level of the prose literacy scale did not differ noticeably between the urban and the rural populations.
- Prose literacy proficiency tends to be lower after age 35. After the age of 55, more than half of the population had a proficiency level below Level 3 on the prose literacy scale—the level considered as the desired threshold for coping in a knowledge-based society. Among the population aged 66 and over, more than half (52%) had a score at Level 1.
- At the pan-Canadian level, 78% of the population aged 16 and over with a university degree achieved Level 3 or above for prose proficiency, compared with 22% of those without a high school diploma. Approximately one-third of the population aged 16 and over with a university degree (35%) is at the highest levels of prose proficiency, compared with 4% of the population without a high school diploma.
- Individuals who have document literacy scores at the lowest level of proficiency have a much lower employment rate than do those at higher levels of proficiency. For instance, 57% of individuals who scored at Level 1 of the document proficiency scale are employed, compared with 81% of those who scored at Levels 4/5.

Educational attainment of the population aged 25 to 64

- In terms of the percentage of the population with a university degree, Canada ranked sixth overall, according to the OECD.
- In 2001, the proportion of Aboriginal people with less than high school education was 39%, down substantially from 45% five years earlier. Between 1996 and 2001, the proportion of Aboriginal people with a high school diploma increased from 21% to 23%, while the share of those with postsecondary qualifications at the trade, college, or university level increased from 33% to 38%.
- In 2001, 8% of Aboriginal people aged 25 to 64 had a university education, compared with 23% in the non-Aboriginal population.
- The proportion of Aboriginal people with postsecondary credentials was noticeably higher among the younger cohorts, as compared with Aboriginal people aged 55 to 64. Similar trends were observed in the North American Indian, Métis and Inuit populations.
- In 2001, Aboriginal men were more likely than Aboriginal women to have trade qualifications (20% versus 12%, respectively). On the other hand, Aboriginal women were considerably more likely than Aboriginal men to have college diplomas (18% versus 11%) or university degrees (9% versus 6%).

Chapter E: Transitions and outcomes

Transitions to postsecondary education

- Among the cohort of youth who were 19-years-old in 2003, roughly 10% of males were classified as high-school dropouts, compared with 6% of females the same age.
- At the Canada level in 2003, approximately 15% of 22- to 24-year-olds were high school graduates who had never attempted a postsecondary program. A relatively higher proportion of males (18%) than females (12%) fell into this category.
- Among the 22- to 24-year-olds who were in Cycle 3 of the Youth in Transition Survey (YITS) in 2004, some had reported that they were high school dropouts in 1999, when they were 18- to 20-years-old. Of these, 38% had returned to school and had either obtained a high school diploma or had participated in a postsecondary program.

Transitions to the labour market

- In 2005/2006, just over half of all students aged 17 to 29 were working while they attended school. At every age in this range, the percentage of students with jobs was higher in 2005/2006 than in 1995/1996.
- Compared with the 1995 graduating class, 2000 graduates from both college and university had higher rates of full-time employment two years after graduation Among university graduates, 74% of the 2000 class worked full-time two years after graduation, compared with 69% of the 1995 class.
- The highest proportions of full-time employed university graduates were from business, management and public administration, as well as personal, protective and transportation services.
- While median earnings generally rose slightly for university graduates between 1995 and 2000, college graduates' earnings remained steady at $28,000 two years after graduation and declined five years after graduation (from $35,000 for the 1995 graduate cohort to $33,000 for the 2000 graduate cohort).

Labour market outcomes

- By 2006, the unemployment rate had fallen to 12% for those with less than high school and 4% for university graduates from recent higher levels of 14% and 5%, respectively, in 2002.
- In 2000, more than 60% of earners in the lowest annual earnings category (less than $20,000) had no more than a high school education. However, more than 60% of earners in the top category ($100,000 or more) had a university degree.
- In the 50-to-54 age group, university-educated workers earned an average of $61,000, more than twice the earnings of workers the same age with less than high school ($29,000).

Chapter A

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Chart A.1.2
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A portrait of the school-age population

Introduction

The school-age population (defined here as the population aged 5 to 24) is slowly changing. Its size, cultural diversity, and family characteristics are all evolving in ways and directions to which schools and teachers have to adapt. This chapter presents the evolution of some key characteristics of the school-age population and attempts to highlight some of the challenges for the education systems in Canada. These trends will have a country-wide influence but may not apply to specific local areas. Furthermore, the statistical portrait traced here could be enriched further with scores of other important statistics, on topics such as health, exposure to violence, or activities outside schools.

Indicator A1 looks at the evolution of the size of the school-age population, and the population aged 0 to 4 and 25 to 29, from 1991 to 2001, and provides projections through to 2031. Indicator A1 also looks at the size of the school-age Aboriginal identity population in 2001, and provides projections through to 2016, the latest date for which projections are currently available.

Indicator A2 presents the increasing diversity of the school-age population in terms of immigrants, visible minorities, and languages spoken at home in some of the major census metropolitan areas (CMAs) in Canada. It also traces shifts in the proportion of the population aged 5 to 24 with Aboriginal identity.

Indicator A3 shows the proportion of the school-age population in low-income families.

Indicator A4 provides information on the makeup of Canadian families, on living arrangements of children and young adults, as well as work activities of parents.

A1

Population size

Context

This indicator provides an overview of recent trends and projections for the pre-school-age population (0 to 4), the school-age population, which comprises the elementary (aged 5 to 14), secondary (aged 15 to 19) and postsecondary (aged 20 to 24) levels of education, and for the population aged 25 to 29.

Demographic information is an important factor to consider in anticipating the demand for education services. At ages when schooling is compulsory, trends in population size provide a direct indication of resource requirements of the education systems—from teacher hiring to investment in the construction and maintenance of buildings to program planning that meets the educational needs of particular sectors of the population. The relationship between population change and capacity requirement is not linear, however. For instance, students can be transported from areas where demand exceeds capacity to areas where unused capacity exists; within certain legislated limits, ratios of students to teachers can vary; and schools can operate below capacity level.

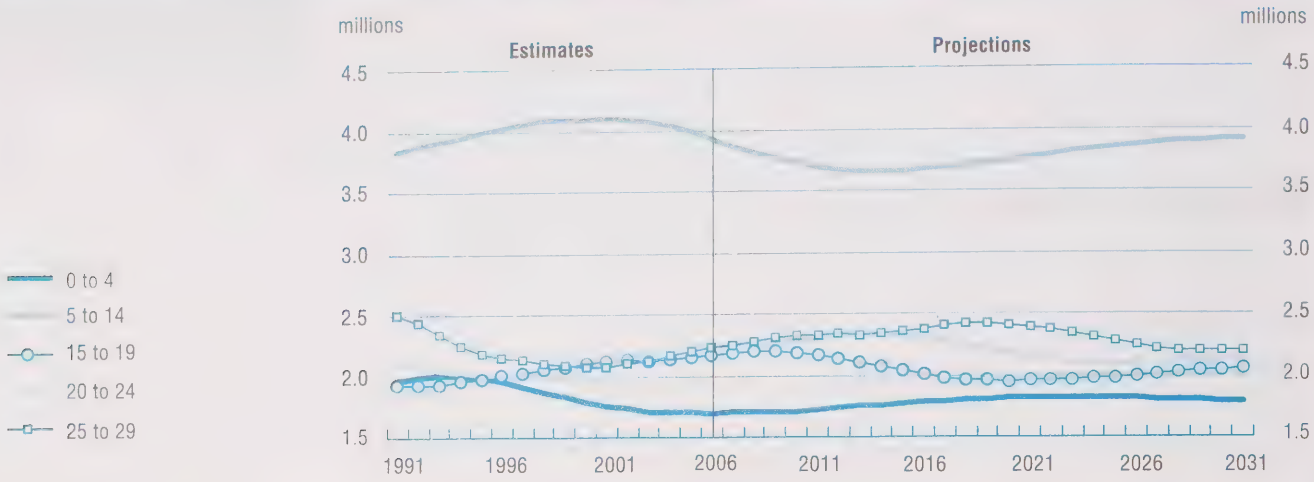
At the postsecondary level, trends in population provide a sense of the changing size of the potential "clientele."

Findings

The pre-school population is projected to slightly fluctuate around 1.8 million, having reached a high of 2 million in 1991 and a projected low of 1.7 million in 2006. The population aged 0 to 4, however, is the most uncertain group to project because it is entirely dependent on the fertility rate assumption. Given current demographic assumptions, the population aged 5 to 14 years peaked at 4.1 million in 2001 (Chart A.1.1 and Table A.1.1). That population is projected to decrease by less than half a million between 2001 and 2011 to about 3.7 million, as the smaller cohorts born in the late 1990s and early 2000s enter elementary schools. After 2016, it may start to slowly increase again if fertility rates remain constant from 2006 on, as assumed in the medium-growth scenario of Statistics Canada's official population projections (see 2007 PCEIP Handbook[1]).

Chart A.1.1

Estimated and projected population, age groups 0 to 4, 5 to 14, 15 to 19, 20 to 24 and 25 to 29, Canada, 1991 to 2031



Source: Table A.1.1.

The population aged 15 to 19 years is projected to peak in 2011 at 2.2 million, 12.5% above the 1991 level. It is expected to drop between 2011 and 2021 and then increase slightly to 2.1 million in 2031, assuming again that the 2006 fertility rates remain constant throughout the projection period.

The 20- to 24-year-old population is expected to peak in size in 2016 at about 2.3 million and to decrease until 2026, when it is expected to stabilize at 2.1 million.

The oldest group, those aged 25 to 29, decreased in size by 11% between 1991 and 2006. Although this group is projected to increase in size until 2021, after which it decreases slightly, it is not expected to regain 1991 levels.

Due to the recent trend in fertility rates, most jurisdictions could experience a period of decline in their pre-school, elementary, secondary and postsecondary age populations. Between 2006 and 2031, Ontario and Northwest Territories are the only jurisdictions that can expect growth for all age groups from age 0 to 29. Growth is projected for British Columbia for the population between 0 and 19 and for the 25-to-29 age group, for Alberta for the 0-to-14 age group, and for Manitoba for the 0 to 4 age group. The other provinces are likely to see declines, especially across the 5-to-14 population group. Among this age group, these declines from 2006 to 2031 are projected to be between 15 and 20% for Prince Edward Island, Nova Scotia and Saskatchewan, and over 20% for Newfoundland and Labrador and New Brunswick. Among the territories, this group will likely decline slightly until 2026 in Yukon, while in the Northwest Territories this group will likely slightly increase from 2021 to 2031. Nunavut can expect its 5-to-14 population to remain relatively stable after an increase between 2006 and 2011. Jurisdictional differences are affected by immigration, inter-jurisdictional migration, and, in Nunavut, the high fertility rate among its Aboriginal population.

Aboriginal identity population

Compared with the total Canadian population, the Aboriginal population has a higher fertility rate and, therefore, is likely to continue to grow much faster than the total population. Education systems and the labour market in regions with a high concentration of Aboriginal peoples will need to be prepared for this growth.

The population aged 0 to 29 who identified themselves as a member of an Aboriginal group was estimated at 622,000 in the 2001 Census (Table A.1.2). Of this number, the majority was North American Indian (68% or 424,000). The Métis represented 27% (167,000), and the Inuit, 5% (31,000).

According to Statistics Canada's medium-growth scenario, the Aboriginal population growth is expected to slow down due to a decline in fertility rates. Nevertheless, the Aboriginal identity population aged 0 to 29 is projected to increase steadily over the next 10 years.

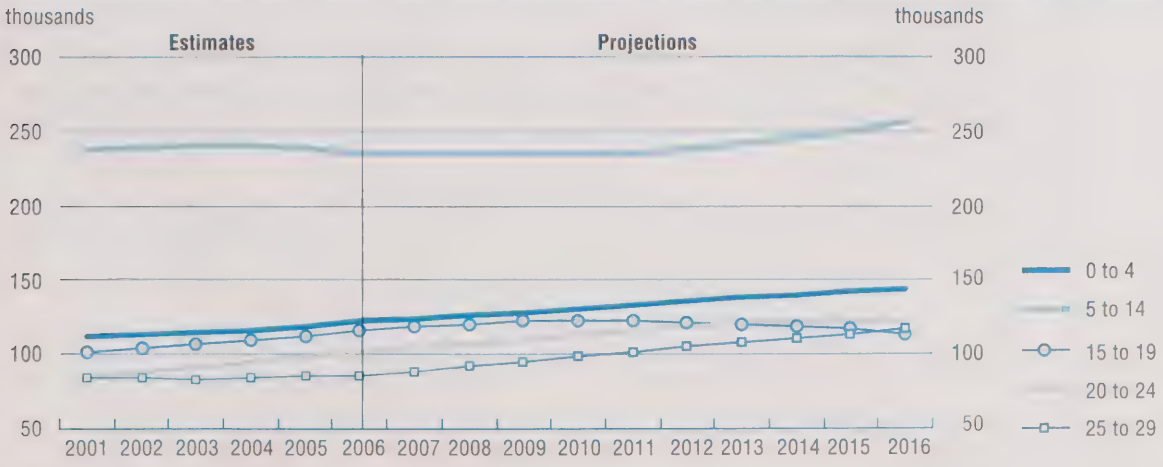
The number of Aboriginal people aged 0 to 29 is projected to increase to 754,000 by 2016, 21% above the 2001 level. In comparison, the total Canadian population aged 0 to 29 is projected to remain about the same for this period. The Inuit population aged 0 to 29 is projected to grow the most between 2001 and 2016 (32%), followed by the North American Indian (26%) and the Métis (7%) populations. This pattern holds true for every age breakdown.

The only Aboriginal population group which is projected to decrease by 2016 is the Métis, both in the 5 to 14 and the 15 to 19 age groups. For the North American Indian and the Inuit populations, the largest increase is projected for the 20-to-24 age group, while the greatest increase for the Métis population is projected for the 25 to 29 age group. Differential fertility among the three Aboriginal groups is the main determinant of dissimilar growth patterns.

The pre-school Aboriginal population (0 to 4 years) is expected to increase 28% between 2001 and 2016, compared with just 1% for the total Canadian population. The population aged 0 to 4, again, is the most uncertain group to project because it is entirely dependent on the fertility assumption.

Chart A.1.2

Estimated and projected Aboriginal identity population, age groups 0 to 4, 5 to 14, 15 to 19, 20 to 24 and 25 to 29, Canada, 2001 to 2016



Source: Table A.1.2.

In 2001, the elementary school-age group (5 to 14 years) had 238,000 Aboriginal children. This age group presents the smallest projected growth of all age groups within the Aboriginal population, namely 7% above 2001 levels. In comparison, however, the total population aged 5 to 14 in Canada is projected to decrease 10% for the same period.

The secondary school-age Aboriginal population (15 to 19 years) is expected to increase 12% between 2001 and 2016, compared with a decline of 5% for the total Canadian population.

During the projection period, an important and growing number of young Aboriginal adults will be entering the postsecondary education system and/or the labour market. Specifically, the proportion of young Aboriginal adults aged 20 to 24 is projected to increase by 43%, and those aged 25 to 29 is projected to increase by 39%. This is much greater than the projected increase for the total Canadian population (9% and 15%, respectively).

Jurisdictions

The provinces that are expected to have the largest absolute number of Aboriginal people aged 0 to 29 by 2016 are Quebec (63,000), Ontario (131,000), Manitoba (126,000), Saskatchewan (121,000), Alberta (121,000), and British Columbia (110,000). In the territories, the Aboriginal population aged 0 to 29 is projected to reach 5,000 in Yukon, 17,000 in the Northwest Territories, and 22,000 in Nunavut.

By 2016, Saskatchewan can expect a substantial increase in the size of its Aboriginal population aged 20 to 29, which is projected to be 65% above the 2001 level (Chart A1.3). The Aboriginal population aged 20 to 29 in Manitoba and Alberta is projected to be 47% and 45% above 2001 levels, respectively. The Aboriginal population aged 20 to 29 in Quebec, Ontario and British Columbia is projected to increase between 27 and 30%.

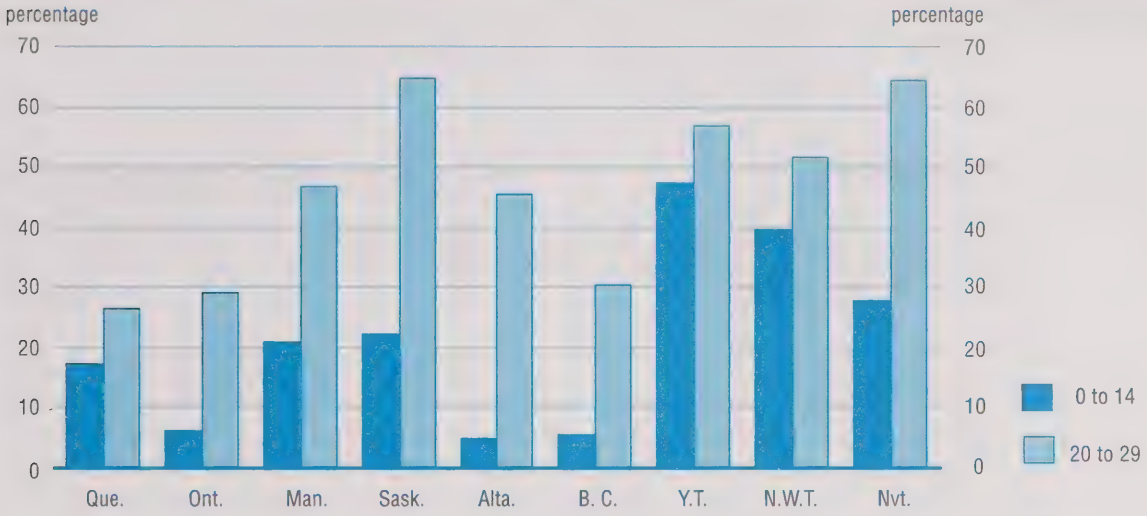
The provinces that can expect a fair increase in the size of their Aboriginal population aged 0 to 14 between 2001 and 2016 are Quebec (17%), Manitoba (21%), and Saskatchewan (22%).

Among the territories, Nunavut is likely to see a substantial increase in the size of its Aboriginal population aged 20 to 29 by 2016, which is projected to be 65% above the 2001 level. Yukon and the Northwest Territories can also expect large increases in the size of the Aboriginal population aged 20 to 29: 57% and 52% above 2001 levels, respectively.

Between 2001 and 2016, the Aboriginal population aged 0 to 14 is also projected to grow substantially in the territories: 47% in Yukon, 40% in the Northwest Territories, and 28% in Nunavut.

Chart A.1.3

Percentage growth between 2001 and 2016, Aboriginal identity population aged 0 to 14 and 20 to 29, selected provinces and territories



Source: Table A.1.2.

Endnote

1. Statistics Canada and Council of Ministers of Education, Canada. 2007. *Education indicators in Canada: Handbook for the Report of the Pan-Canadian Education Indicators Program.* Catalogue no. 81-582-XIE. Ottawa.

A2

Cultural diversity

Context

Using census data, this indicator captures four major aspects of the diversity of the school-age population. It measures the proportion of the school-age population who are immigrants, who are visible minorities, and whose home language is neither English nor French. It also presents the proportions of the population aged 5 to 24 with Aboriginal identity in Canada and its jurisdictions.

Since 2000, an average of 241,000 immigrants of all ages has arrived in Canada every year. With the decline in births (see Indicator A1), more than half of Canada's demographic growth is currently attributable to immigration. Nearly three-quarters (73%) of the immigrants who came in the 1990s settled in just three census metropolitan areas (CMAs): Toronto, Vancouver, and Montreal. The vast majority of them have come from non-western countries: 60% from Asia and 20% from the Caribbean, Latin America and Africa. This results in a rapidly growing and increasingly diverse population in certain CMAs that contrasts with the slow-growing (or even declining) and relatively homogeneous population elsewhere.

Primarily as a result of immigration, the cultural makeup of the school-age population is growing more diverse. This diversity has an impact on teaching, support services, and school dynamics, in many ways. The challenge is to adapt the learning environment to the needs of students who are immigrant, Aboriginal, or not fluent in the teaching language, in a school community where students are from diverse cultural backgrounds.

The focus of this indicator is on areas of the most significant diversity. This is not to underestimate issues that may also arise in areas where only a small minority of the school-age population has different cultural backgrounds.

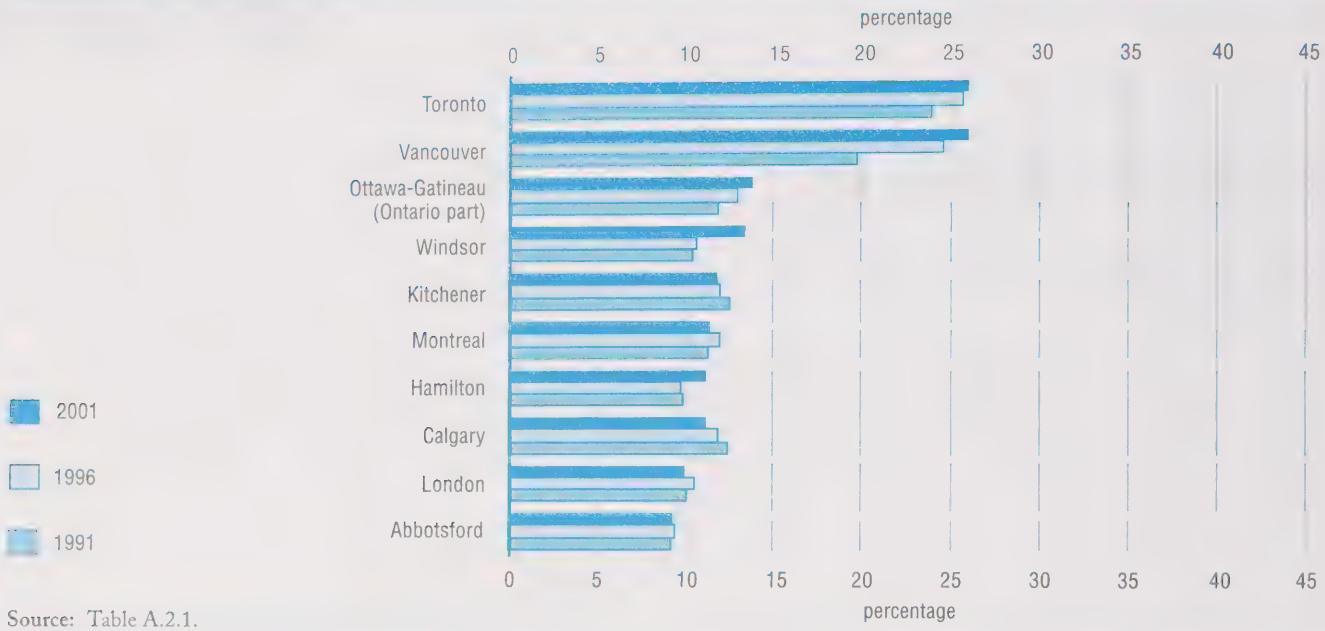
Findings

Immigration, visible minorities and non-official languages

In Toronto and Vancouver, over 25% of the school-age population in 2001 were immigrants, over 40% were visible minorities, and approximately 20% had a home language other than English or French (Charts A.2.1, A.2.2 and A.2.3 and Tables A.2.1, A.2.2 and A.2.3). Toronto and Vancouver are among the world's most multi-ethnic urban centres. In 2017, more than half of the population aged 5 to 24 in Toronto (57%) and Vancouver (55%) is expected to belong to a visible minority group.

Chart A.2.1

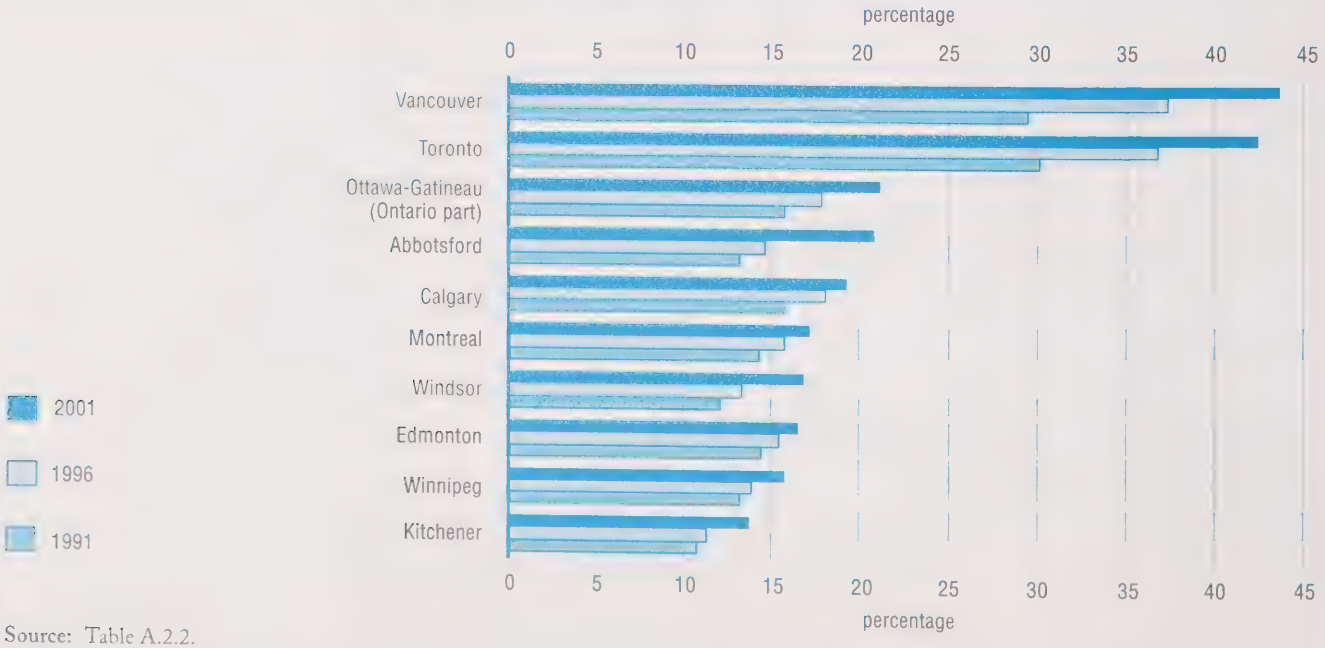
Proportion of immigrants among the school-age population (ages 5 to 24), selected census metropolitan areas (CMAs), 1991, 1996 and 2001



Source: Table A.2.1.

Chart A.2.2

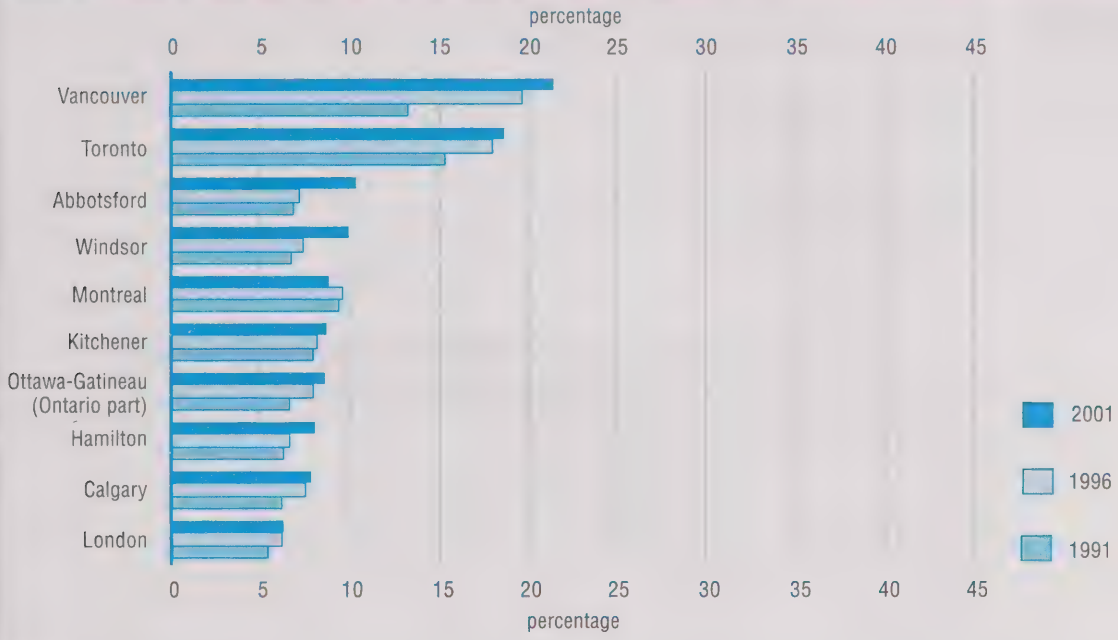
Proportion of visible minorities among the school-age population (ages 5 to 24), selected census metropolitan areas, 1991, 1996 and 2001



Source: Table A.2.2.

Chart A.2.3

Proportion of the school-age population (ages 5 to 24) with non-official home languages, selected census metropolitan areas (CMAs), 1991, 1996 and 2001



Source: Table A.2.3.

The other eight CMAs where diversity is particularly significant are Montreal, Ottawa-Gatineau (Ontario part), Kitchener, Hamilton, London, Windsor, Calgary, and Abbotsford. In these CMAs in 2001, between 9% and 14% of the school-age population were immigrants, between 12% and 21% were visible minorities, and between 6% and 10% had a home language other than English or French. Comparable percentages of visible minorities among the school-age population are found also in the CMAs of Winnipeg, Edmonton, and Victoria.

Diversity generally increased between 1991 and 2001. The school-age population whose home language is neither English nor French increased in relative terms in the majority of the 10 most diverse CMAs, except London, Kitchener, and Montreal, where it remained fairly stable. The proportion of immigrants declined slightly in Calgary, and remained fairly stable in Montreal, London, Kitchener, and Abbotsford. The proportion of visible minorities, many of whom were born in Canada, grew in all 10 CMAs shown in Chart A.2.2.

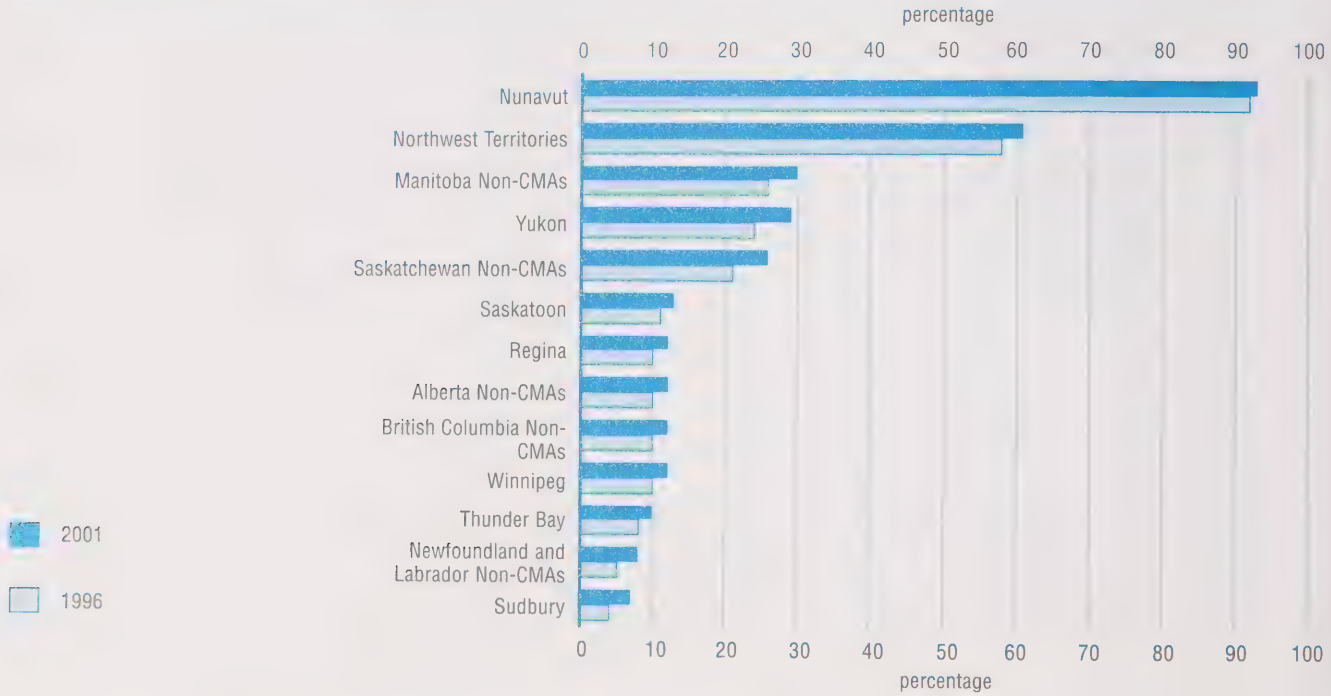
Aboriginal identity population

Because the birth rate remains higher among the Aboriginal than the non-Aboriginal population, the proportion of the population aged 5 to 24 with Aboriginal identity is significant and growing in the CMAs and in areas outside the CMAs in certain provinces and territories (Chart A.2.4, Table A.2.4 and Table A.2.5).

In 2001, 93% of the population aged 5 to 24 had Aboriginal identity in Nunavut, 61% in the Northwest Territories, and 29% in Yukon. Among the provinces, Manitoba and Saskatchewan had the highest proportions of the population aged 5 to 24 with Aboriginal identity in 2001, both within and outside CMAs. The non-CMA parts of Newfoundland and Labrador, Alberta, and British Columbia, as well as the CMAs of Thunder Bay and Sudbury were the other areas of the country with a high and growing proportion of the population aged 5 to 24 with Aboriginal identity in 2001.

Chart A.2.4

Proportion of the population aged 5 to 24 with Aboriginal identity, 1996 and 2001



Note: Nunavut and Northwest Territories: data are calculated using the 1999 boundaries.

Source: Table A.2.5.

A3

Low income

Context

This indicator provides information on the proportion of the school-age population living in low-income circumstances, including the duration of low-income spells.

Family income is strongly associated with academic results. Living in low-income[1] circumstances impedes school readiness of pre-school children, reduces the likelihood of attending university and increases the likelihood of living in low-income circumstances as an adult. Information on the number and characteristics of children in low-income families can help develop appropriate policies and programs that target children most in need. Examples include pre-school and after-school programs, in-school access to computers and the Internet, and student loan programs.

Findings

The proportion of the school-age population living in low-income families differs significantly by family type. It is also influenced by economic conditions. Between 1990 and 1995, the proportions rose significantly for all family types, but then decreased, with figures for 2000 and 2004 remaining relatively stable. In 2004, 7% of all children living with two parents were in low-income situations, down from 8% in 2000. Among children living in lone-parent families, the proportion was 26% in 2004, down from 27% in 2000. For those not living with their parents, most of whom were between 19 and 24 years of age, the proportion was 38% in 2004 compared with 39% in 2000 (Table A.3.1).

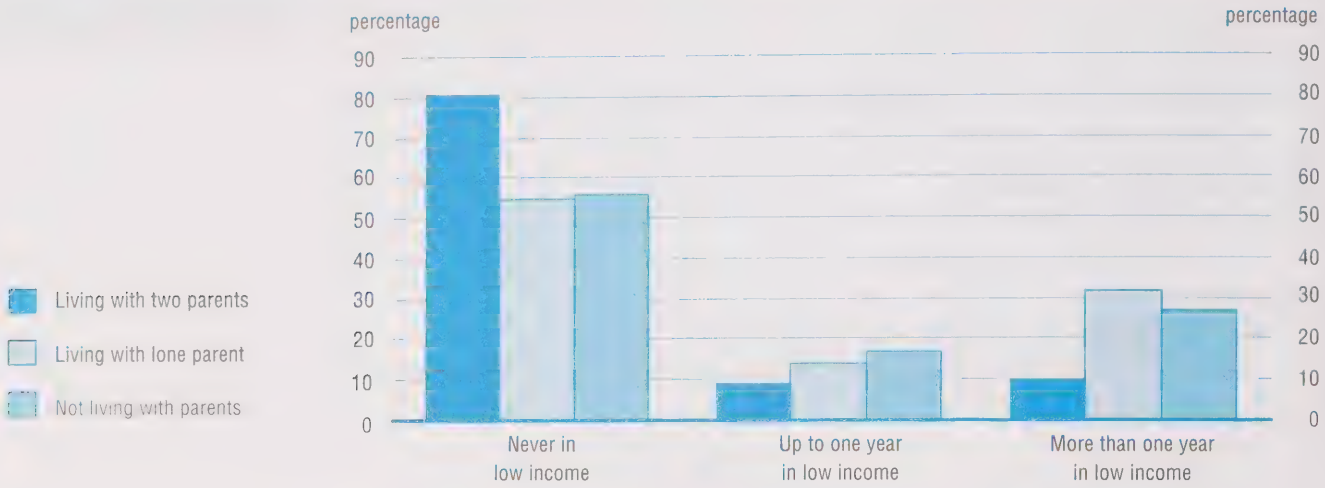
A longitudinal perspective reveals that among children living with two parents in 1999, 81% never fell in low income, 9% lived a spell of low income of less than a year at some point between 1999 and 2004, and 10% had a period of low income due to changes in employment or family circumstances that lasted for a year or more (Chart A.3.1 and Table A.3.2).

Children living in lone-parent families were much more at risk of experiencing a longer period of low income. For those living with one parent in 1999, just under half experienced a spell of low income at some time between 1999 and 2004; for 32%, the spell lasted more than a year.

Finally, for those who were not living with their parents in 1999, 44% experienced low income between 1999 and 2004, with 27% having low income for more than one year.

Chart A.3.1

Distribution of the school-age population (ages 5 to 24), by number of years in low income[1] between 1999 and 2004, by family situation in 1999, Canada



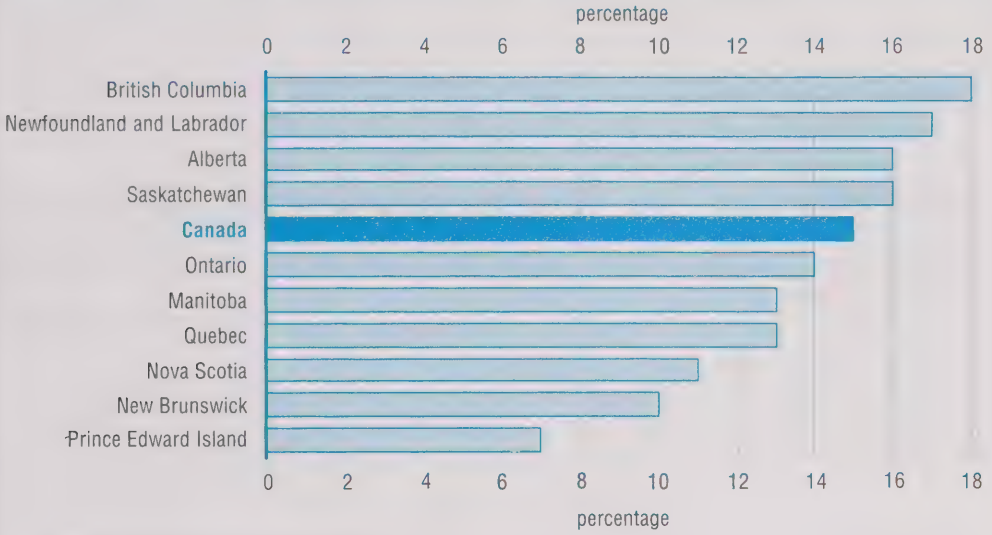
1. Based on after-tax low-income cutoffs.

Source: Table A.3.2.

In 2004, the proportion of the school-age population living in low income was higher than the Canadian average in Newfoundland and Labrador, Saskatchewan, Alberta and British Columbia. The lowest were in Prince Edward Island, Nova Scotia, and New Brunswick. Over the 1999 to 2004 period, the provinces with the highest proportions of the school-age population who spent more than a year with an income below the low-income cutoffs (LICOs) were also Newfoundland and Labrador, Manitoba, and British Columbia, while the proportions were the lowest in Prince Edward Island and Ontario (Charts A.3.2 and A.3.3).

Chart A.3.2

Percentage of the school-age population (ages 5 to 24) in low income,[1] Canada and provinces, 2004

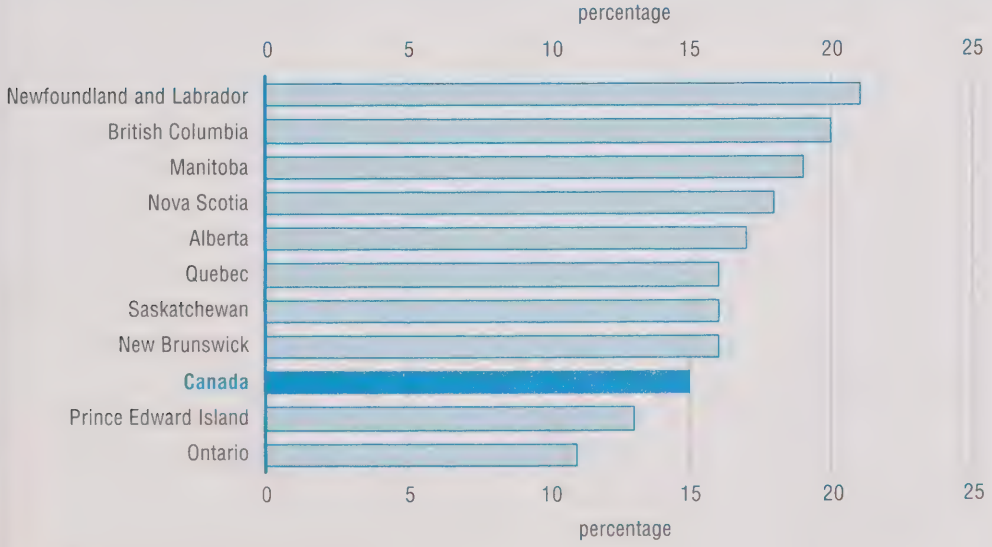


1. Based on after-tax low-income cutoffs.

Source: Table A.3.1.

Chart A.3.3

Percentage of the school-age population (ages 5 to 24) who spent more than a year in low income[1] between 1999 and 2004, Canada and provinces



1. Based on after-tax low-income cutoffs.

Source: Table A.3.2.

Endnote

1. For methodological information on the after-tax low-income cutoffs (LICOs) used here, see 2007 PCEIP Handbook.

A4

Family background

Context

Families sometimes undergo transformations that may affect children's learning, either positively or negatively. As parents and teachers are partners in the education of children, it is important that children from all types of families be accommodated in schools and that strong links be maintained with their parents.

This indicator provides information on the composition of Canadian families and on the living arrangements and work activity of parents. It also presents data on the living arrangements of Aboriginal children and young Aboriginal adults.

Findings

Family composition

Children of elementary-secondary school ages were less likely to live with married parents in 2001 than a decade earlier (Chart A.4.1). The proportion of 5- to 14-year-olds who were living with married parents fell from 78% in 1991 to 69% in 2001. Among teenagers aged 15 to 19, the corresponding proportions were 71% and 68% (Table A.4.1).

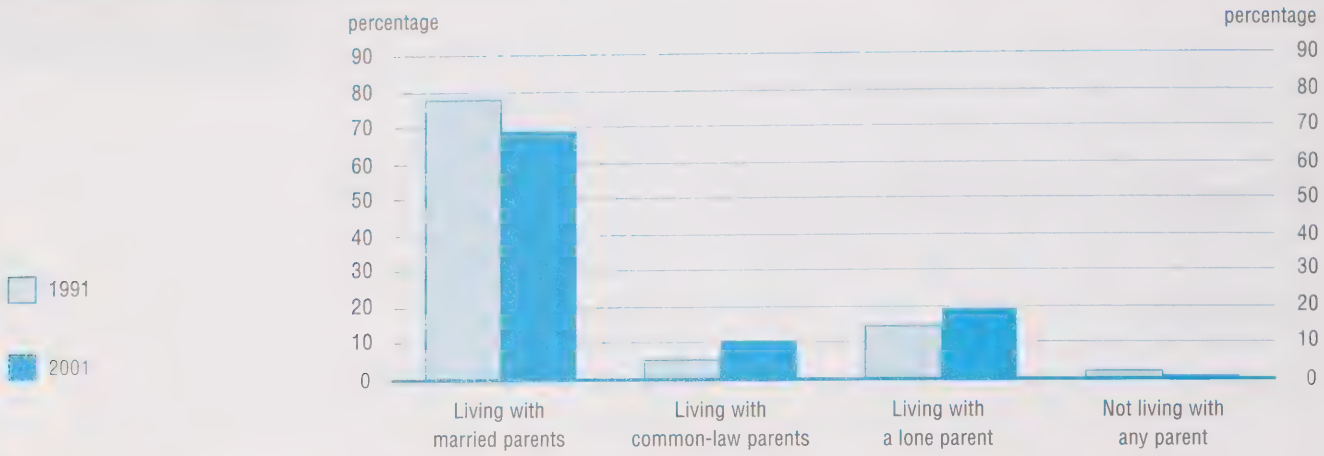
The proportions of 5- to 19-year-olds raised by parents in common-law situations doubled between 1991 and 2001, rising from 6% to 11% in the 5-to-14 age group and from 3% to 6% for those aged 15 to 19. In 2001, among children aged 5 to 14, those in Quebec (24%), Yukon (18%), the Northwest Territories (23%) and Nunavut (25%) were much more likely to be living with common-law parents compared with 5- to 14-year-olds in the rest of Canada.

The proportion of the total school-age population (aged 5 to 24) living with a lone parent also increased over the decade, rising from 14% to 17%. In 2001, the highest percentages were found in Yukon (24%) and Northwest Territories (20%).

Census data indicate that, in 2001, 19% of children in the 5-to-14 and 15-to-19 age groups lived with a lone parent. These proportions represent increases over 1991, although changes to the census definition of family in 2001 make comparisons with previous years difficult. In 2001, the largest proportions of children aged 5 to 14 living in lone-parent families were recorded for Nova Scotia, Yukon, and Northwest Territories; the lowest were in Prince Edward Island and Alberta.

Chart A.4.1

Living arrangements of children aged 5 to 14, Canada, 1991 and 2001



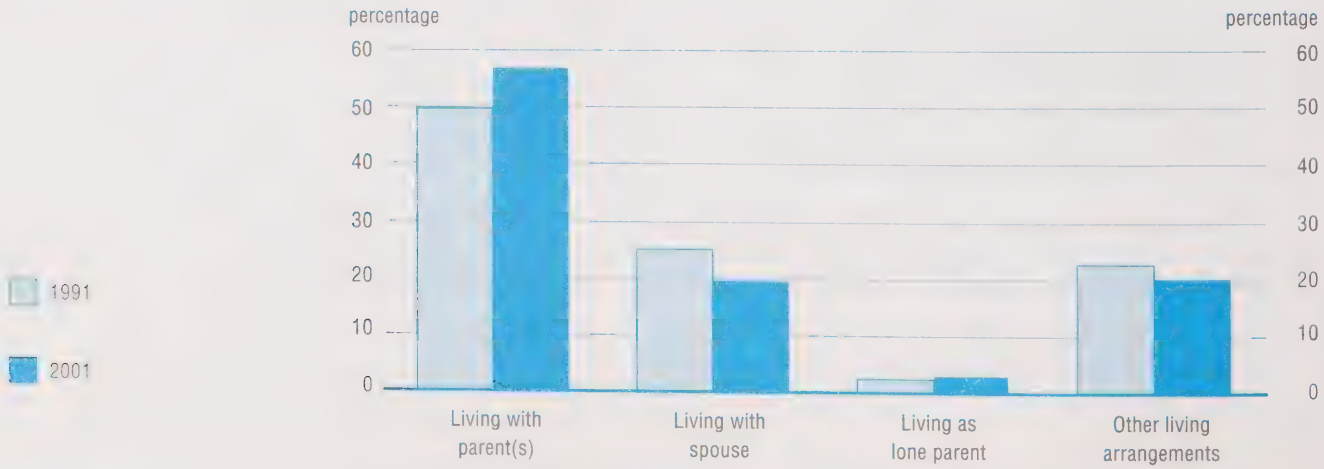
Source: Table A.4.1.

Young adults

By 2001, more young adults were living at home with their parents. According to 2001 Census data, 57% of 20- to 24-year-olds lived with their parents, a noticeable rise compared with 50% a decade earlier (Chart A.4.2 and Table A.4.1).

Chart A.4.2

Living arrangements of population aged 20 to 24, Canada, 1991 and 2001

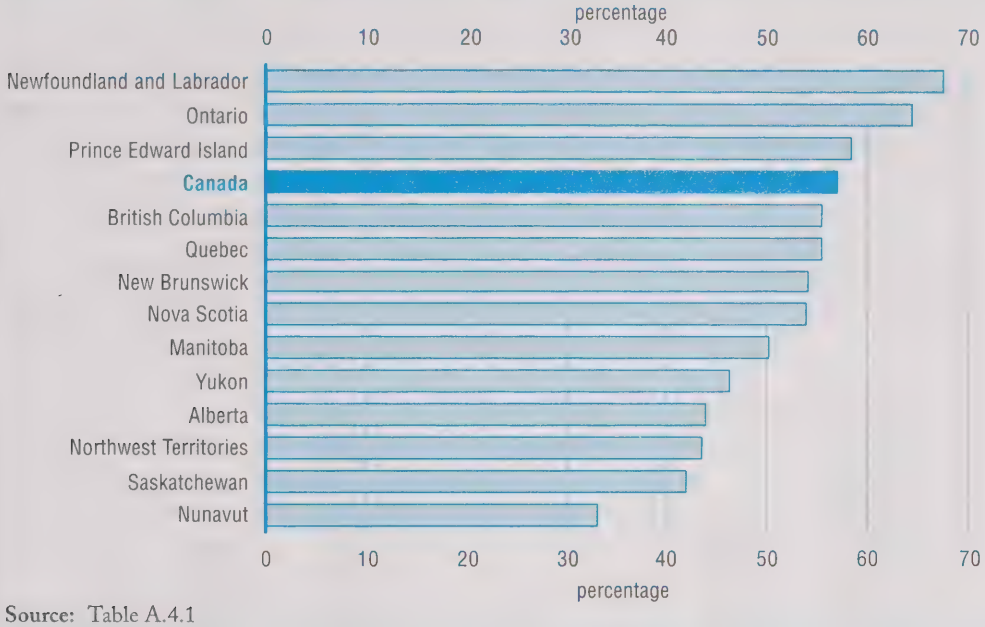


Source: Table A.4.1.

In 2001, the proportions of young adults who lived with their parents were highest in Newfoundland and Labrador and Ontario, and lowest in Saskatchewan, Alberta, and the three territories (Chart A.4.3).

Chart A.4.3

Proportion of population aged 20 to 24 living with their parents, Canada, provinces and territories, 2001



Source: Table A.4.1

Work activity of parents

More parents were working full-time in 2001 compared with 10 years earlier (Table A.4.2). The proportion of children aged 5 to 14 living in two-parent families where both parents were working full-time rose from 45% to 49%. At the same time, the proportion of those who had one parent working full-time and another working part-time remained fairly stable. And the proportion of children with one parent working full-time and one staying at home declined from 23% to 20%.

Some similar changes are evident for 5- to 14-year-old children in lone parent families (Table A.4.2). The proportion of children whose parent worked full-time rose from 56% in 1991 to 59% in 2001. With the additional 1-percentage-point increase in the proportion with a lone parent who worked part-time, this resulted in a 5-percentage-point decline in the proportion of children with a lone parent who was not working, meaning not working for pay or not self-employed.

In Canada, the highest proportions of children aged 5 to 14 with two parents, or a lone parent, who worked full-time were found in Prince Edward Island, Yukon, and Northwest Territories.

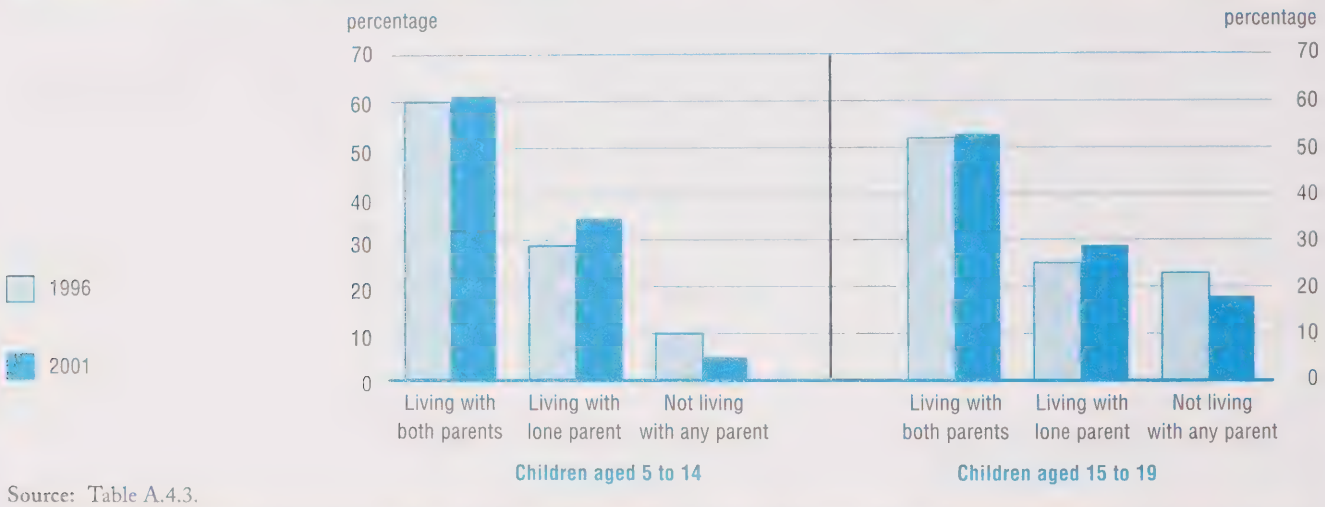
Living arrangements of the population aged 5 to 24 with Aboriginal identity

Children aged 5 to 14

Between 1996 and 2001, the census years that offer comparable Aboriginal identity data, the proportion of 5- to 14-year-old Aboriginal children living with both parents (married or common-law) remained fairly constant (Chart A.4.4 and Table A.4.3). The proportion of Aboriginal children aged 5 to 14 living with a lone parent increased from 29% to 35%, while the proportion of those not living with their parents decreased from 10% to 5%.

Chart A.4.4

Living arrangements of Aboriginal identity children aged 5 to 14 and 15 to 19, Canada, 1996 and 2001



Source: Table A.4.3.

In 2001, the proportion of children aged 5 to 14 living with a lone parent was 36% in the North American Indian population, 33% in the Métis population, and 24% in the Inuit population.

In the provinces and territories in 2001, the proportions of Aboriginal children aged 5 to 14 living in lone-parent families ranged from 19% in Newfoundland and Labrador to 40% in Saskatchewan. Between 1996 and 2001, the largest increases in the proportion of Aboriginal children living with a lone parent were in New Brunswick (9 percentage points), Saskatchewan (8 percentage points), and Yukon (12 percentage points).

Teens aged 15 to 19

Turning to Aboriginal teens, the proportion of 15- to 19-year-olds living with both parents (married or common-law) remained fairly stable in 2001 (Chart A.4.4 and Table A.4.3). The proportion of those aged 15 to 19 who were living with a lone parent increased from 25% in 1996 to 29% in 2001, while the proportion of those not living with their parents declined from 23% to 18%. Although the proportion of Aboriginal teenagers not living with their parents generally decreased over the five-year period, it was higher than the figure for the total Canadian population (7%) in

2001. This finding may reflect the different family structures typically found in the Aboriginal and the non-Aboriginal populations; for example, many Aboriginal people tend to live with extended family members. Indeed, 2001 Census data reveal that among Aboriginal teens aged 15 to 19 who were not living with their parents, 10% were living with "non-family persons" (relatives and/or non-relatives).

In 2001, the proportion of 15- to 19-year-olds living with a lone parent was 30% in the North American Indian population, 27% in the Métis population, and 21% in the Inuit population. The proportion of those not living with their parents was 20% in the North American Indian population, 15% in the Métis population, and 19% in the Inuit population.

In the provinces and territories in 2001, the proportions of Aboriginal teenagers aged 15 to 19 living in lone-parent families ranged from 15% in Newfoundland and Labrador to 37% in Yukon. The largest increases between 1996 and 2001 in the proportion of Aboriginal teenagers living with a lone parent were in Yukon (14 percentage points) and the Northwest Territories (7 percentage points).

Between 1996 and 2001, the proportion of Aboriginal people aged 15 to 19 who were lone parents themselves increased from 2% to 4%. In 2001, this proportion was highest in the North American Indian (5%) and the Inuit (4%) populations, and lowest in the Métis population (2%).

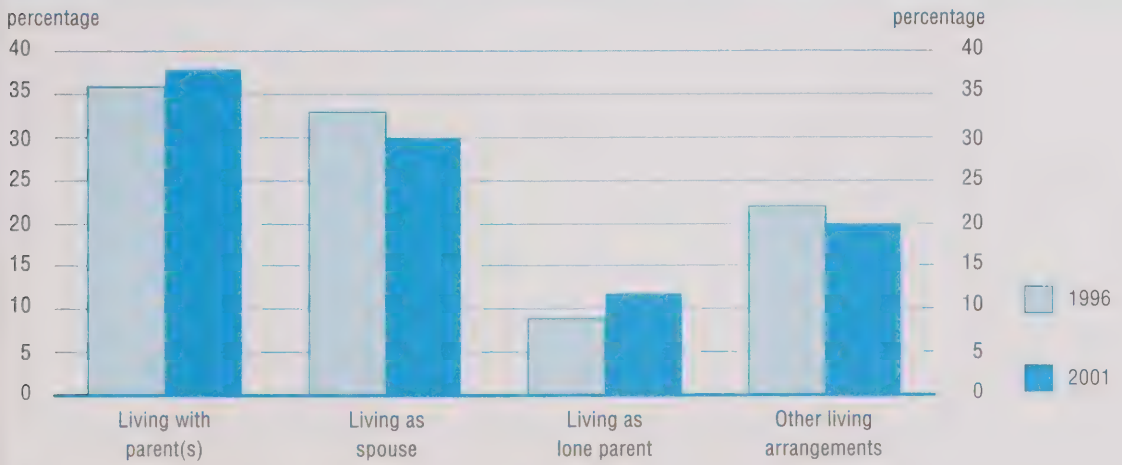
Among the provinces and territories in 2001, Manitoba and Saskatchewan had the highest proportions of 15- to 19-year-old Aboriginal teens who were lone parents (5% in both jurisdictions). Between 1996 and 2001, the largest increase in the proportion of Aboriginal teens in this age group who were lone parents was in Nunavut (4 percentage points).

Young adults aged 20 to 24

Census data from both 1996 and 2001 show that the majority of young Aboriginal adults aged 20 to 24 were not living with their parents: 64% and 62%, respectively (Chart A.4.5 and Table A.4.3). These proportions were lower in the total Canadian population (50% in 1996 and 43% in 2001).

Chart A.4.5

Living arrangements of Aboriginal identity population aged 20 to 24, Canada, 1996 and 2001



Source: Table A.4.3.

A growing proportion of young Aboriginal adults were living as lone parents: 12% in 2001 versus 9% in 1996 (Table A.4.3). In the provinces and territories in 2001, the proportions of young Aboriginal adults aged 20 to 24 who were lone parents were highest in Manitoba (17%) and Saskatchewan (18%). The largest increases in the proportion of young Aboriginal adults living as lone parents were in Prince Edward Island (9 percentage points) and Yukon (7 percentage points). The increase in single parenting among young adults occurred in the North American Indian (5 percentage points) and the Inuit (6 percentage points) populations, but not among the Métis.

Work activity of parents

Similar to the findings for the total Canadian population, Aboriginal parents of school-age children were more likely to work full-time in 2001 than in 1996 (Table A.4.4). Between 1996 and 2001, the proportion of Aboriginal children aged 5 to 14 living in two-parent families where both parents worked full-time increased from 35% to 41%.

In 2001, the highest proportion of Aboriginal children aged 5 to 14 living in two-parent families where both parents worked full-time was found among the Métis population (46%), followed by the Inuit (40%) and North American Indian (38%) populations. These proportions are below the figure for the total Canadian population (49%), and reflect the high unemployment rate in some First Nations communities and in the North.

Higher proportions of lone parents were working in 2001 than in 1996. The proportion of Aboriginal children aged 5 to 14 living with one parent who worked full-time rose from 35% to 45%. The proportion who had a lone parent working part-time increased from 14% to 15%.

The proportion who had a lone parent working part-time increased from 14% to 15%. This resulted in a decline from 51% to 40% in the overall proportion of Aboriginal children living with a lone parent who was not working; that is, not working for pay or not self-employed.

In 2001, the highest proportion of Aboriginal children aged 5 to 14 living with a lone parent who did not work for pay or was not self-employed was found among the North American Indian population (43%), followed by the Inuit (33%) and the Métis (30%) populations. These proportions are all above the 24% estimated for the total Canadian population.

In the provinces and territories in 2001, the highest proportions of Aboriginal children aged 5 to 14 with two parents or a lone parent working full-time were found in Newfoundland and Labrador, Prince Edward Island, Yukon, and Northwest Territories. Again, reflecting the high unemployment rate in some First Nations communities, the highest proportions of Aboriginal children aged 5 to 14 living with a lone parent who did not work for pay or who was not self-employed were seen in Manitoba, Saskatchewan, and British Columbia.

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Financing education systems

Introduction

One of the key indicators of social and economic progress in Canada and in a growing number of other countries throughout the world is the proportion of youth who attain high literacy standards and complete advanced levels of education. These higher educational expectations, driven in part by the needs of a global knowledge society, ensure that education remains a funding priority for many governments and private households.

While investment in education is now seen as central to the development of advanced societies, no absolute standards exist for measuring the financial resources needed to ensure optimal returns for individual students or, for that matter, to society as a whole. Nonetheless, comparisons between provinces and territories and between countries can provide a starting point for discussion by evaluating the variation in educational investment that exists between jurisdictions.

Indicator B1 examines the combined expenditure on education in Canada by governments and private households. In addition to the overall pattern of public and private expenditure across the country, expenditure amounts are displayed per capita and in relation to gross domestic product (GDP).

Indicator B2 looks at public expenditure relative to expenditure on other government programs, as well as private expenditure on education, including expenditure by households and by individuals on university tuition.

Finally, Indicator B3 examines debt loads incurred by college and university students.

Total expenditure on education

B1

Context

This indicator displays total education expenditure in Canada, from both public (federal, provincial/territorial, and municipal governments) and private sources.[1]

Governments provide most of the funding for education at all levels, but many households also pay for education services or resources. To obtain a full picture of education expenditure in Canada, this indicator includes expenditure by all orders of government (including crown corporations and agents, federal research funding councils, federal funding to schools on reserve), and by the private sector and households. The results cannot be used to compare provincial/territorial governments' funding commitment to education.

The measures reported here should be interpreted in the light of various interrelated supply and demand factors, including the demographic structure of the population, enrolment rates at different levels of education, and changes in the overall value of goods and services produced in the economy. It is also important to note that, although amounts are presented in constant dollars in order to provide a consistent picture over time, the impact of spending on education in any jurisdiction will be affected by a number of factors, including changes to the cost of living within jurisdictions.

Findings

Total expenditure

Between 1997/1998 and 2002/2003, total education expenditure in Canada rose 12% in 2001 constant dollars[2] to $72.3 billion, with 67% of the overall increase occurring at the postsecondary level (Tables B.1.1 and B.1.2).

Universities recorded the greatest share of the postsecondary increases; expenditure at this level increased 42% over the six-year period. Expenditure at the elementary-secondary level showed much less change, increasing 6% to $42.7 billion, while expenditure at the college level increased and then remained stable. The trade-vocational level showed an overall decline, 15% lower in 2002/2003 compared with 1997/1998 (Chart B.1.1).

Chart B.1.1

Indices of change in combined public and private expenditure on education, in 2001 constant dollars, by level of education, Canada, 1997/1998 to 2002/2003 (1997/1998 = 100)



Source: Table B.1.2.

Over the six-year period, total expenditure increased across all jurisdictions, with the exception of Newfoundland and Labrador and New Brunswick, where it dropped by 14% and 2%, respectively, mostly as a result of spending reductions in trade-vocational programs. The decline in expenditure in Newfoundland and Labrador was, in fact, a return to "normal" expenditure levels after a significant but short-term funding increase in the mid-1990s, notably for the Atlantic Groundfish Strategy. For most jurisdictions, expenditure increases were higher at the postsecondary level than at the elementary-secondary level. Expenditure at the elementary-secondary level generally increased (Tables B.1.1 and B.1.2).

In 2002/2003, 59% of total expenditure was at the elementary-secondary level and 41% at the postsecondary level (Table B.1.3).

Expenditure per capita

Among the provinces, average per capita expenditure for 2002/2003 ranged from $2,029 to $2,748. Reflecting higher operating costs and a much younger population, average per capita expenditure in the territories ranged from $4,311 in the Yukon to $5,938 in Nunavut (Table B.1.4).

Average Canadian per capita expenditure increased 7% to $2,305 between 1997/1998 and 2002/2003. In most jurisdictions, per capita expenditure increased by between 5% and 16% between 1997/1998 and 2002/2003. Saskatchewan showed the greatest increase in per capita expenditure over this period, at 19%, becoming the province with the highest education spending on a per capita basis. Per capita expenditure, however, remained relatively stable in New Brunswick and Ontario, while decreasing in Newfoundland and Labrador. The pronounced drop in Newfoundland and Labrador can be attributed to the end of short-term funding increases, notably for the Atlantic Groundfish Strategy, and the return to normal expenditure levels.

In interpreting this measure, comparisons between jurisdictions should be made with care. Per capita expenditure are obviously affected by changes to the size of the population as a whole, but factors that influence spending on education also need to be taken into account, such as the size of the school-age population and the cost of living. Indicators A1, C2, and D1 provide information on demographic and enrolment factors.

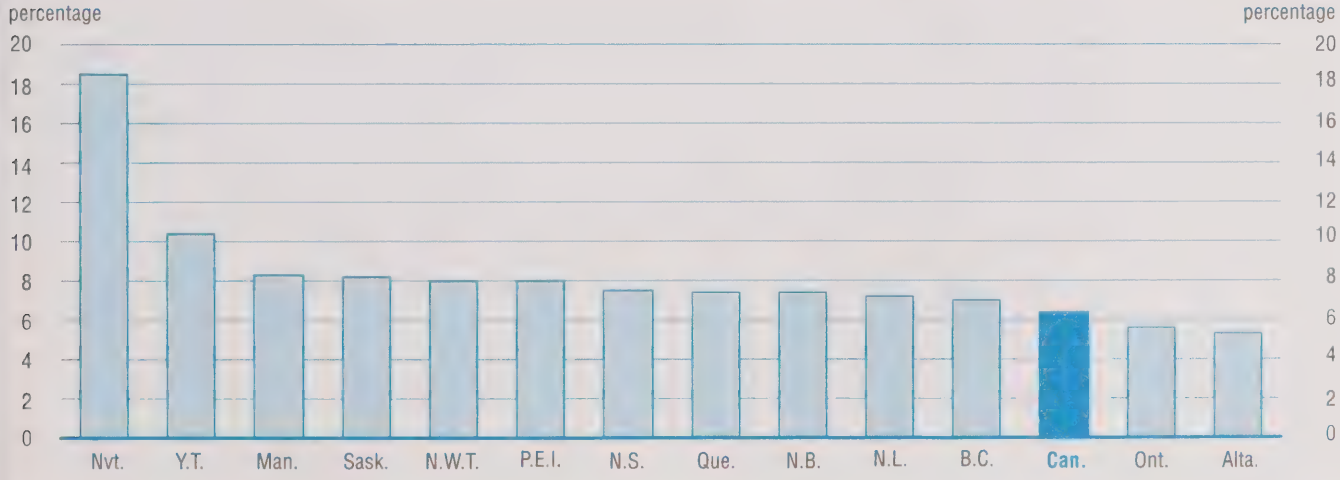
Expenditure relative to GDP

In Canada, total public and private expenditure on education increased 14% while GDP rose 17% (both based on current dollar terms; data not shown), resulting in total education spending dropping from 6.6% of GDP in 1999/2000 to 6.4% in 2002/2003 (Table B.1.5). Expenditure as a proportion of GDP increased in Quebec, Saskatchewan and British Columbia and remained stable in Prince Edward Island and Manitoba, while decreasing in the other jurisdictions.

Expenditure relative to GDP in 2002/2003 ranged from 18.5% in Nunavut to 5.3% in Alberta (Chart B.1.2 and Table B.1.5). However, comparisons between jurisdictions should be made with care. Expenditure on education relative to GDP are affected by the size of, and changes in, GDP (which is a disadvantage for provinces with large GDP or those in which GDP is growing rapidly), as well as by the size and changes to the size of the school age population (which disadvantages provinces with relatively small, or a declining, school age population). Furthermore, richer provinces such as Ontario and Alberta require a lower percentage of expenditure on education relative to GDP to maintain a given level of educational services. Appendix 3 in the 2007 PCEIP Handbook shows changes in provincial-territorial GDP over the period.

Chart B.1.2

Combined public and private expenditure on education as a percentage of GDP, Canada and jurisdictions, 2002/2003



Note: Data cannot be used to compare provincial/territorial governments' funding commitment to education.

Source: Table B.1.5.

Endnotes

1. The 2007 PCEIP Handbook provides information on the various components that go into the calculation of expenditure. Per student expenditure data are not available for this edition of the PCEIP Report because comparable enrolment and expenditure data were not available at the time the publication was being prepared. Information on per student expenditure will be included in future editions.
2. Unless otherwise indicated, all amounts are in 2001 constant Canadian dollars.

Public and private expenditure on education

B2

Context

This indicator is intended to provide policy makers with a better understanding of shifts that may be occurring in expenditure on education and to inform related discussions about student access to education in Canada.

Governments in Canada provide funding to cover the costs of basic education at the elementary and secondary levels. Nonetheless, parents often incur costs for materials and supplies, and for a variety of school activities. In some cases, parents pay for private tutoring or enroll their children in private schools where they pay tuition fees.

At the postsecondary level, community colleges and universities receive substantial funding from governments, but also rely on student tuition fees as an important source of revenue. Students and their parents also assume greater responsibility at this level for books and supplies, and for travel and living costs.

The 2007 PCEIP Handbook provides information on the various components that go into the calculation of expenditure.

Findings

In the 2005/2006 fiscal year, governments spent $75.7 billion[1,2] on all levels of education, which represented 16.1% of total public expenditure (Table B.2.1). Spending on health that year accounted for 19.9% of public expenditure. In 1997/1998, education and health expenditure were roughly the same. However, from 1997/1998 to 2003/2004, health expenditure increased 37% while education expenditure increased 11%. Then, from 2003/2004 to 2005/2006, both types of expenditure increased almost equally (11% for education and 12% for health).

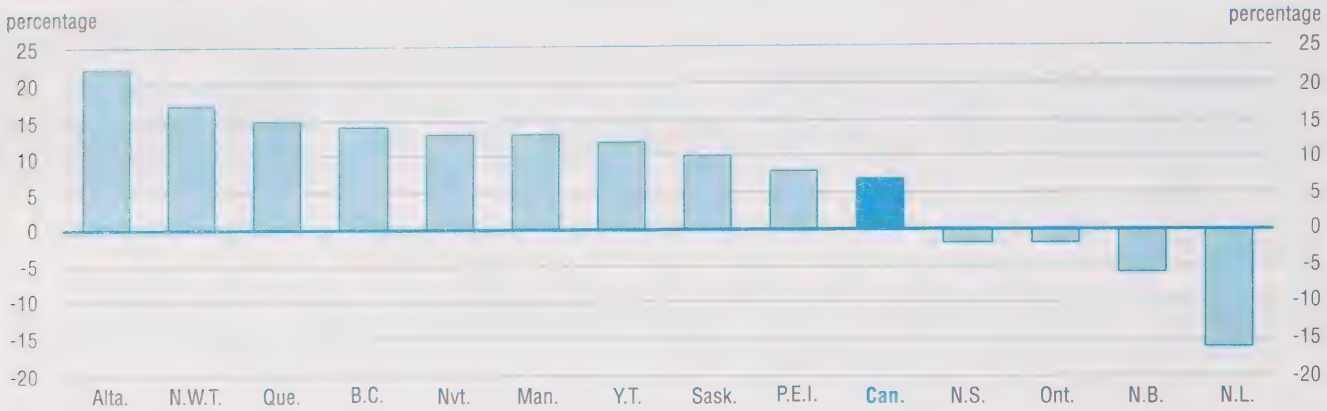
Public expenditure

Between 1997/1998 and 2002/2003, combined federal, provincial/territorial and municipal government expenditures in Canada grew by 10% at the postsecondary level; expenditure at the elementary-secondary level increased by 5% (Table B.2.2 and Table B.2.3). Over this period, total government expenditure on education increased across western provinces and in the territories, as well as in Prince Edward Island and Quebec, with the increases ranging from 8% in Prince Edward Island to 22% in Alberta (Chart B.2.1). Expenditure decreased by 2% in Nova Scotia and

Ontario, and by 16% in Newfoundland and Labrador. The drop in Newfoundland and Labrador was due to the end of short-term funding increases (notably for the Atlantic Groundfish Strategy) and the return to normal expenditure levels.

Chart B.2.1

Percentage change in public expenditure on education between 1997/1998[1] and 2002/2003, Canada and jurisdictions



1. Nvt. was created on April 1, 1999. Prior to that date, data for Nvt. were included with data for the N.W.T. As a result, the data in this chart for Nvt. and the N.W.T. apply to the 1999/2000 to 2002/2003 period.

Source: Table B.2.3.

For most jurisdictions, expenditure increases were higher at the postsecondary level than at the elementary-secondary level. However, Newfoundland and Labrador, Nova Scotia, and New Brunswick experienced a decrease in postsecondary expenditure, due to a drop in expenditure on trade-vocational programs (Table B.2.2).

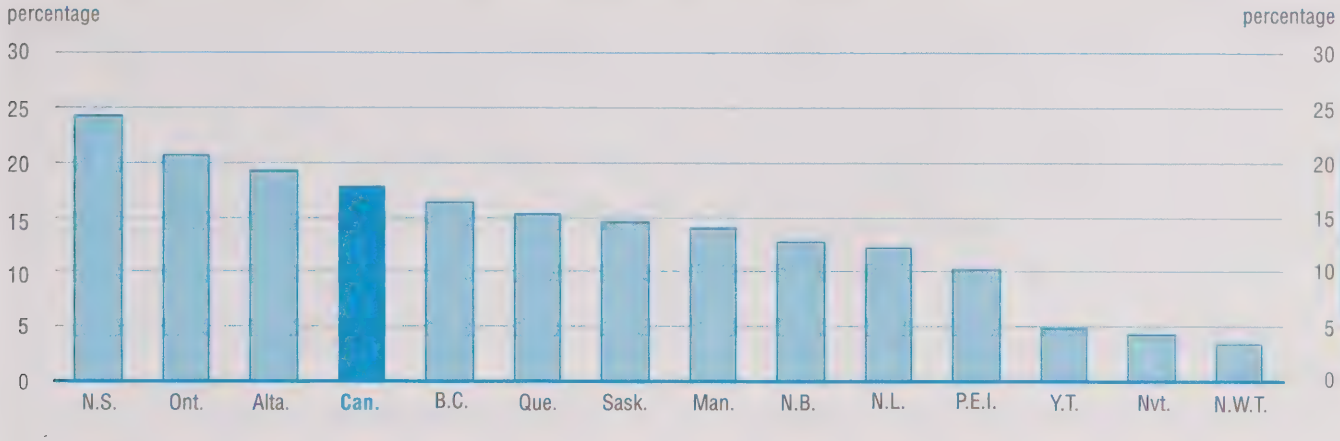
Private expenditure

In 1997/1998, households and other private sources spent $9.0 billion on education. Five years later, private expenditure had reached $12.8 billion, a 42% increase, about six times the percentage increase in the sector's public expenditure over the same years. In 2002/2003, $3.6 billion in private expenditure was spent at the elementary-secondary level and $9.2 billion at the postsecondary level (Tables B.2.4 and B.2.5). The overall amount of private spending on education is affected by changes in participation levels, as well as by costs such as tuition fees. Information on postsecondary enrolment is provided in Indicator D1.

In 2002/2003, private expenditure as a percentage of total expenditure on education was close to 18% at the Canada level. This percentage ranged from 10% to 24% among the provinces, and between 3% and 5% among the territories (Chart B.2.2).

Chart B.2.2

Private expenditure as a percentage of total expenditure on education, Canada and jurisdictions, 2002/2003



Source: Table B.2.6.

Private spending at the elementary-secondary level represented 8% of total elementary-secondary expenditure compared with 22% at the college level and 39% at the university level (Table B.2.6). The higher proportion of private expenditure at the postsecondary level reflects the role of tuition fees, which almost all college and university students pay. Although some families send their children to private elementary-secondary schools, most schooling at this level is publicly funded.

For all jurisdictions, except Nunavut, the proportion of private spending to total spending at the postsecondary level was much higher than at the elementary-secondary level (Table B.2.6). Private spending on postsecondary education ranged between 3% and 12% in the territories. Among the provinces, private spending ranged from 20% of total spending at the postsecondary level in Newfoundland and Labrador and Prince Edward Island to 47% in Nova Scotia.

Expenditure by households

In 2004, 43% of Canadian households incurred educational expenses for such items as textbooks, school supplies and tuition costs, spending an average of $2,484 (Table B.2.7). The highest costs were for tuition fees: an average of $1,392 for elementary-secondary tuition among households that incurred this expense, and an average of $3,593 for postsecondary tuition.

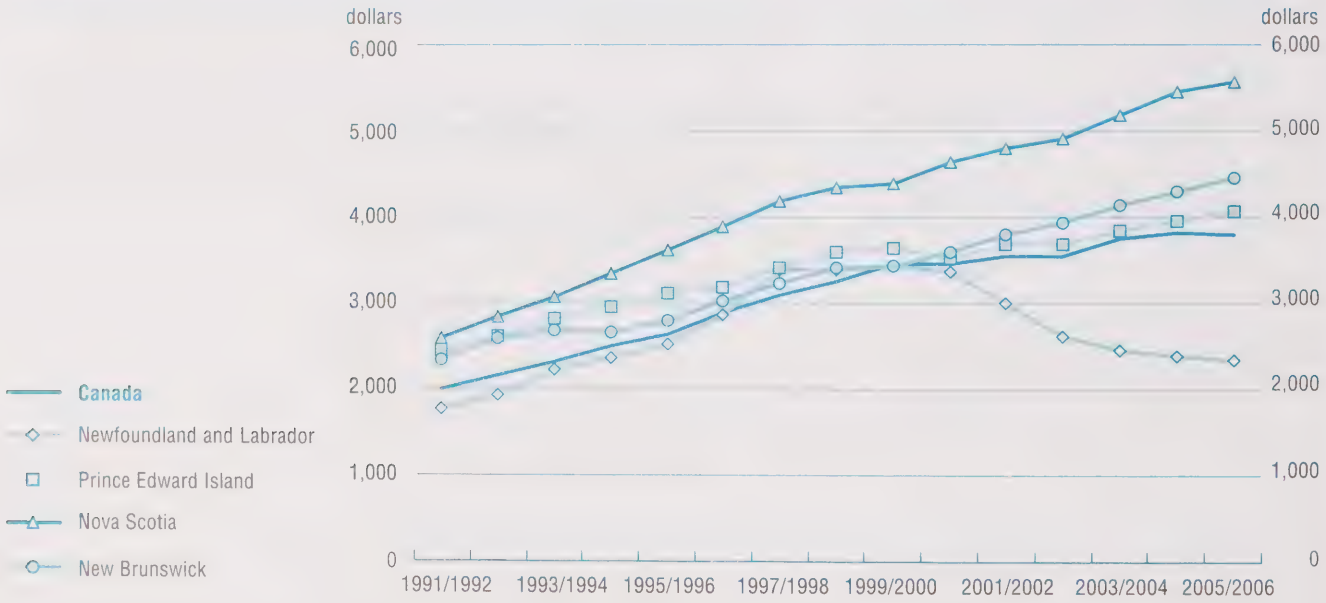
The percentage of households incurring educational expenses among the provinces ranged from 36% in New Brunswick to 46% in Alberta. Only 9% of households paid tuition at the pre-elementary and elementary-secondary levels compared with 18% at the postsecondary level. Among the households incurring tuition costs at the pre-elementary and elementary-secondary levels, the average amount spent varied widely, from less than $500 in Newfoundland and Labrador, New Brunswick, Saskatchewan, to $2,677 in Nova Scotia and $3,237 in Ontario (Table B.2.7). For households that paid postsecondary tuition, average expenditure was lowest in Quebec, at $1,655, and highest in Nova Scotia at $4,693.

University tuition fees

Table B.2.8 presents tuition fees in constant dollars, from 1991/1992 to 2005/2006, in order to allow comparison over time. Undergraduate university tuition fees increased over this period from an average of $1,998 to $3,788 at the Canada level. Interprovincially, Nova Scotia had the highest tuition fees in 2005/2006, at $5,571, while Quebec had the lowest at $1,717. Over the 15-year period, tuition fees more than doubled in Nova Scotia, Ontario, Saskatchewan and Alberta while Quebec tuition fees were up only 15% (Table B.2.8 and Charts B.2.3 through B.2.5). Tuition fees increased in almost all provinces in the 1990s. Since 1999/2000, tuition fees in Newfoundland and Labrador, Quebec and Manitoba have dropped. Table B.2.9 presents tuition fees in current dollars for 2006/2007; average undergraduate tuition fees in Canada were $4,347.

Chart B.2.3

Average[1] undergraduate university tuition fees, Canada and Atlantic provinces, 1991/1992 to 2005/2006 (in 2001 constant dollars)

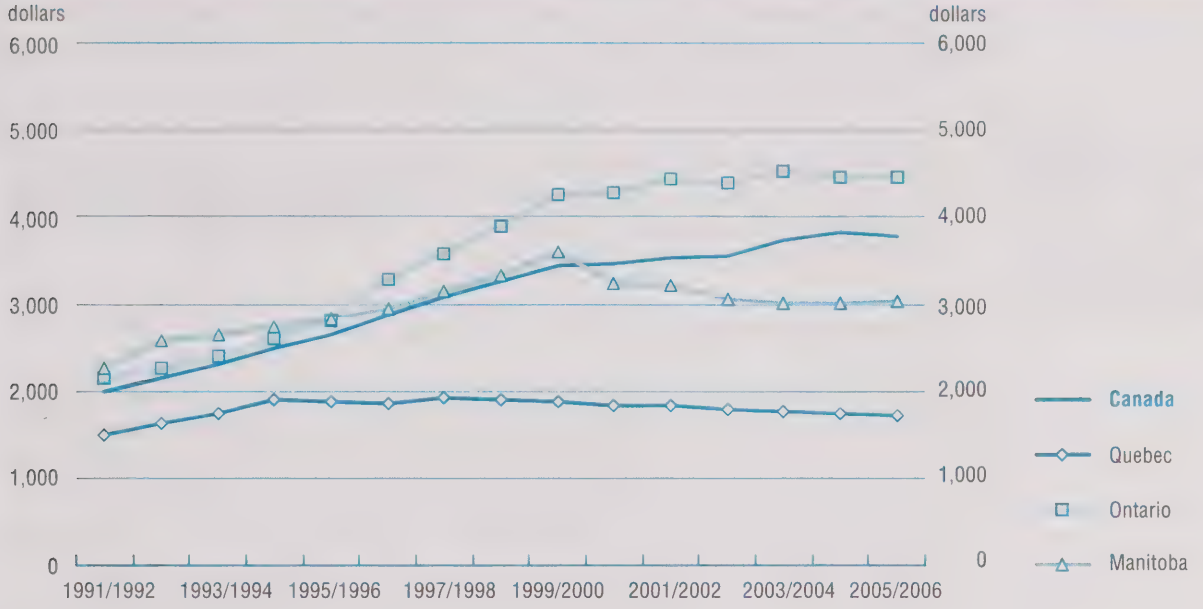


1. Both in- and out-of-province students are included in the weighted average calculations; foreign students are not included.

Source: Table B.2.8.

Chart B.2.4

Average[1] undergraduate university tuition fees, Canada, Quebec, Ontario and Manitoba, 1991/1992 to 2005/2006 (in 2001 constant dollars)

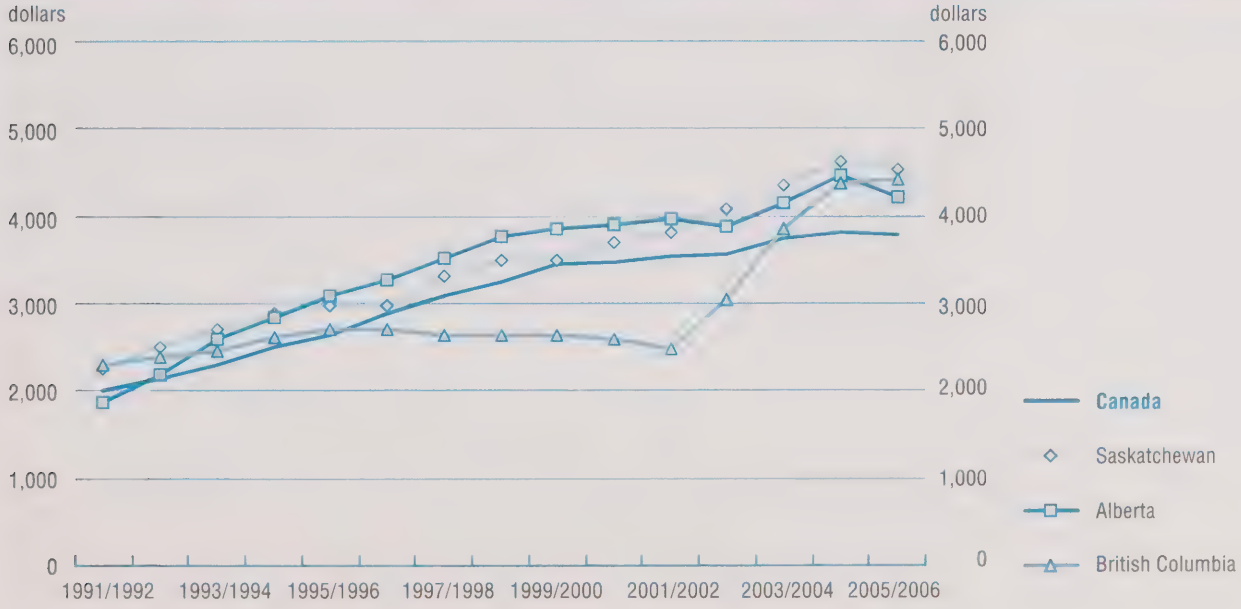


1. Both in- and out-of-province students are included in the weighted average calculations; foreign students are not included.

Source: Table B.2.8.

Chart B.2.5

Average[1] undergraduate university tuition fees, Canada, Saskatchewan, Alberta and British Columbia, 1991/1992 to 2005/2006 (in 2001 constant dollars)



1. Both in- and out-of-province students are included in the weighted average calculations; foreign students are not included.

Source: Table B.2.8.

In 1991/1992, average tuition fees for various programs ranged from a low of $1,869 in education to a high of $2,531 in dentistry. By 2005/2006, the gap had widened significantly, with fees ranging from $2,948 in education to $11,724 in dentistry (Table B.2.10). Over the fifteen years, dentistry tuition jumped 363% while education-faculty tuition increased a relatively low 58%. The programs that experienced the biggest increases in tuitions include dentistry, medicine and law. In 2006/2007, dentistry had the highest average tuition fees, $13,463 in current dollars, followed by medicine at $10,553 and then law, at $7,221 (Table B.2.11).

Apart from tuition fees, the only other information available is on extra compulsory fees institutions charge for athletics, health services, student association, etc. In 2001 constant dollars, the weighted average additional compulsory fees for undergraduates in Canada were $339 in 1993/1994 and $535 in 2005/2006 (data not shown in a specific table of this publication).

Private revenues at universities

At the Canada level, the share of total university revenues accounted for by student fees and other non-government revenues decreased slightly from 1999/2000 to 2004/2005. Among provinces in 2004/2005, Nova Scotia, at 61.6%, had the highest proportion of private revenues, rising from 58.4% five years earlier. Quebec, at 31.9%, had the smallest proportion of private funding in 2004/2005, compared with 36.4% five years earlier (Table B.2.12).

These five-year estimates indicate that the trend in the 1990s for student fees and other non-government revenues to cover a larger share of total university revenues has moderated. During the 1990s, the proportion of university revenues from government sources dropped by 10 percentage points or more across most provinces (Table B2.10, 2005 PCEIP Report[3]).

Capital and operating expenditure at universities

In 2004/2005, Canadian universities' expenditure totaled $21 billion, with capital and operating expenditure respectively accounting for 10% and 90% of the total. Sixty-one percent of operating expenses were devoted to compensation for academic and other staff (Tables B.2.13 and B.2.14). The percentage breakdown between capital and operating expenditure, as well as between academic and other compensation, was relatively stable between 1999/2000 and 2004/2005. Across provinces, the share of university resources allocated to operating expenditure was generally close to the Canadian average.

Endnotes

1. Data in this paragraph are from the Public Institutions Division and not directly comparable with other expenditure data in Chapter B.
2. Unless otherwise indicated, all amounts are in 2001 constant Canadian dollars.
3. Statistics Canada and Council of Ministers of Education, Canada. 2005. *Education indicators in Canada: Report of the Pan-Canadian Education Indicators Program.* Catalogue no. 81-582-XIE. Ottawa.

Student debt

B3

Context

This indicator shows data on student debt from government-run student loan programs, using data for the classes of 1995 and 2000, the two most recent graduating classes for which comparable pan-Canadian survey results are available.

Public debate and concern about rising student debt has grown as the cost to households of attending postsecondary institutions has risen. Rising student debt levels among postsecondary graduates raise concerns about access to postsecondary education, especially at the university level where tuition fees are higher. The student loans programs offered by the federal and provincial governments operate under the principle that access to postsecondary education should be independent of an individual's financial situation.

These data focus on graduates and do not include students who may not have completed their postsecondary studies. Non-completers who have incurred student debt may face additional repayment difficulties because of the potential impact on their employment opportunities.

Findings

Levels of student debt in Canada

Across Canada, the percentage of college graduates borrowing from government student loan programs to help finance their postsecondary education remained fairly stable, at 46% in 1995 and 47% in 2000; the percentage of university graduates borrowing from these programs increased slightly, from 48% in 1995 to 51% in 2000 (Table B.3.1). However, those in the 2000 cohort who held government student loan debt owed more (measured in constant dollars) at the time of graduation than their 1995 counterparts.

The 2000 university graduates who borrowed from government student loan programs owed an average of $16,200 at graduation, 26% more than 1995 university graduates (Table B.3.1). Similarly, the 2000 college graduates owed an average of $11,700, 21% more than 1995 college graduates. In 1995 government student loan programs increased the limit on the total amount permissible to borrow in all provinces except for Quebec.

Student debt by province

The percentage of college graduates who borrowed from government student loan programs increased in most jurisdictions from 1995 to 2000. Relatively large increases occurred in Newfoundland and Labrador, Prince Edward Island, New Brunswick and British Columbia (Chart B.3.1 and Table B.3.1). Quebec was the only province where the percentage of college graduates who borrowed fell, from 57% in 1995 to 53% in 2000. In Ontario, the percentage of college graduates who reported having borrowed from government student loan programs was stable. Similarly, in most provinces, there were increases in the percentages of university graduates reporting having borrowed from government student loan programs. However, Alberta saw a decrease in the percentage of university graduates reporting having borrowed.

With very few exceptions, student-loan debt levels at graduation increased for both college and university graduates between 1995 and 2000 (Table B.3.1). The exceptions are college graduates in Quebec (15% decrease), Saskatchewan (8% decrease), and college and university graduates in British Columbia (12% and 3% decrease, respectively). The largest increases in average debt at graduation occurred among college graduates in Prince Edward Island, where average debt increased 67% and among university graduates in Newfoundland and Labrador and Ontario where increases in student loan debt were 48% and 43%, respectively.

Among college graduates in 2000, those in Quebec reported the lowest average amount owed at the time of graduation, $6,700 (Table B.3.1). Corresponding debt levels for college graduates were highest in Newfoundland and Labrador ($14,500) and Ontario ($14,400). Quebec university graduates in 2000 also reported the lowest amount owed on government student loans upon graduation, at $11,000, on average; Manitoba followed, with university graduates in 2000 reporting owing average debt of $14,400. Government student loan debt levels were highest among the 2000 cohort of university graduates in Newfoundland and Labrador, at $22,500. Tuition fees are one factor in total student debt. Indicator B2 provides information on tuition fees.

Chart B.3.1

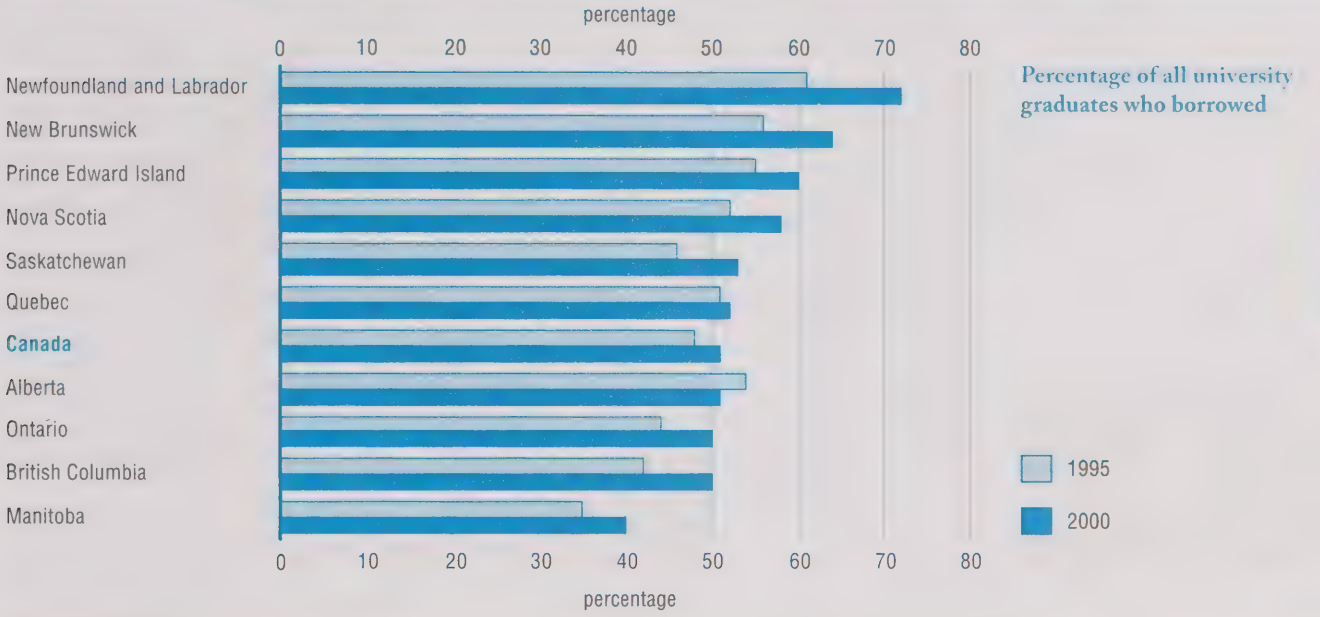
Percentage of graduates who borrowed from government student loan programs, 1995 and 2000 graduates, Canada and provinces



Source: Table B.3.1.

Chart B.3.1

Percentage of graduates who borrowed from government student loan programs, 1995 and 2000 graduates, Canada and provinces (concluded)



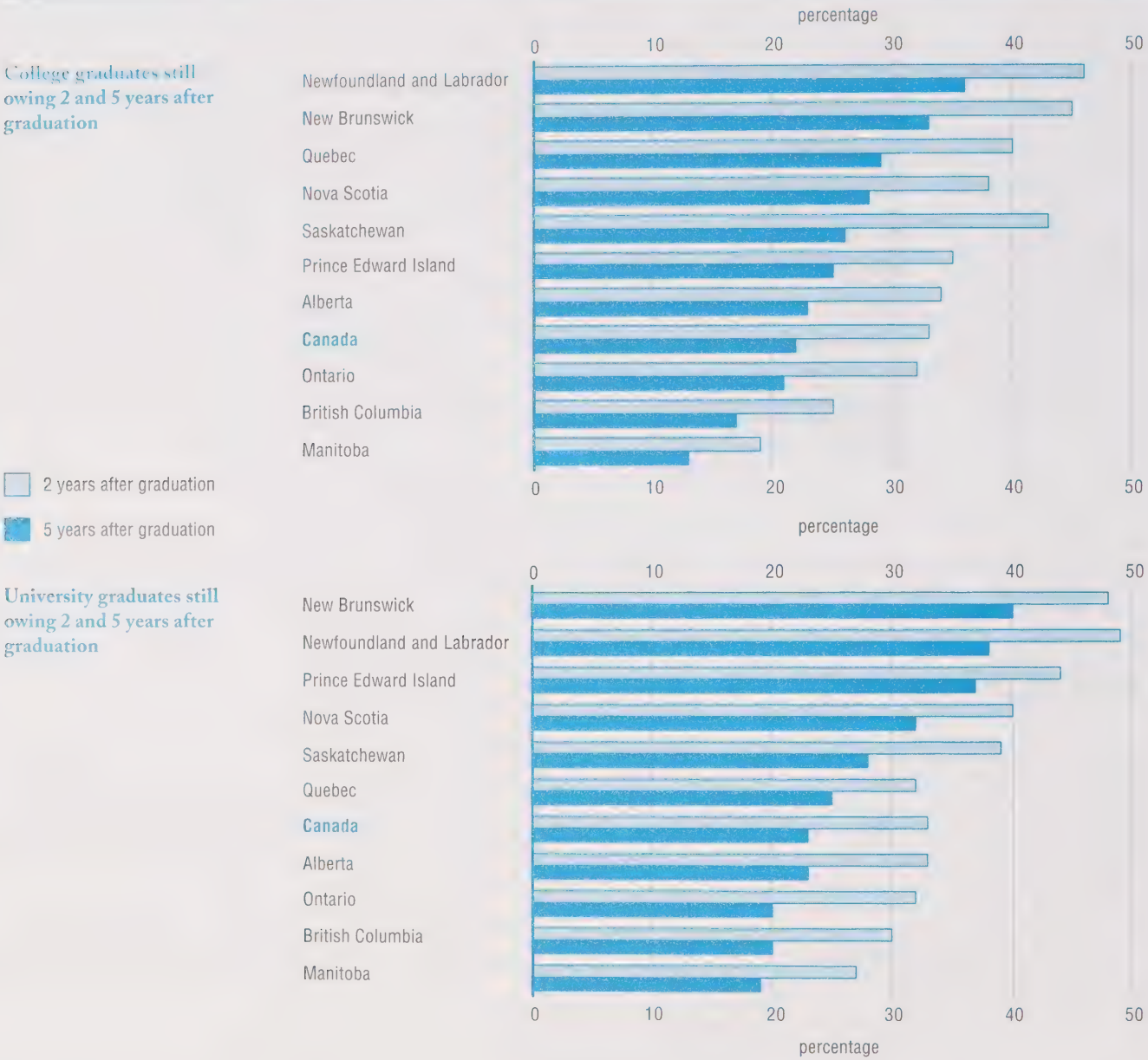
Source: Table B.3.1.

Rate of repayment

The percentages of 2000 graduates who did not pursue any further postsecondary education program who still owed debt to government student loan programs two and five years after graduation were similar for college and university, with both at approximately 33% two years after graduation and 22% five years after graduation (Chart B.3.2 and Table B.3.2). Provinces with the highest proportions of graduates still owing two and five years after graduation were Newfoundland and Labrador and New Brunswick, while Manitoba had the lowest proportion of graduates still owing in both time periods. At the same time, the highest average debt owed two and five years after graduation occurred in Newfoundland and Labrador, and the lowest average debt owed occurred in Quebec.

Chart B.3.2

Percentage of 2000 graduates[1] still owing to government student loan programs 2 and 5 years after graduation, Canada and provinces



1. Includes only 2000 graduates who did not pursue any further postsecondary education program.

Source: Table B.3.2.

In comparing rates of repayment among provinces, it is important to consider economic factors that may play a role by affecting employment patterns. Indicator E2 provides information about transitions to the labour force of postsecondary students. Indicator E3 provides information on unemployment rates by province.

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Elementary-secondary education

Introduction

The indicators in this chapter offer an overview of pre-elementary, elementary and secondary education in Canada.

The first indicator, C1, looks at the early years and school readiness of 4- and 5-year-olds. Various aspects of their physical, social and cognitive development are examined to reveal to what extent they are ready to face the academic and social challenges of starting school.

As school attendance to age 16 is compulsory in most jurisdictions (to age 18 in New Brunswick and Ontario), elementary-secondary enrolment charts across the country reflect demographic trends. Kindergarten programs are also now almost universal. Indicator C2 examines trends in enrolment, in the student–educator ratio, and in the size, age and distribution of the educator workforce by sex.

Secondary school graduation rates, a traditional measure of educational outcomes, are the focus of Indicator C3, which includes comparisons with other countries, as well as among the Canadian jurisdictions.

Closer attention to measuring outcomes has become a hallmark of education policy in the last 15 years or so. Indicator C4 examines the achievement of students in key areas such as reading, mathematics and science, and looks at changes in these achievement results over time.

Many aspects of everyday life now demand some knowledge of information and communication technology, and education is no exception. Both educators and students have become increasingly reliant on computers and information technology, creating the need for equipment and the skills to use it proficiently. Indicator C5 presents information on computer use among 15-year-old students—at school and at home. Availability of computers and the Internet, frequency of use, and computers as learning aids are explored.

Early years and school readiness

C1

Context

This indicator examines data on the physical, social and cognitive development of 4- and 5-year-olds.

The developmental stages of early childhood are complex, multidimensional and interdependent. General theory indicates that, among young children, social development and behaviour emerge, and are enhanced, through participation in structured activities outside school and activities with friends. Any child's early development can influence how prepared he or she will be to enter the school environment.

Long-term success in school, as well as later in life, may be influenced by a child's achievements in the first years of school. But learning does not begin with formal schooling. The first years lay the foundation for reading and writing, and mathematics and science concepts. The importance of these early years has been recognized by Canadian governments as "critical in the development and future well-being of the child, establishing the foundation for competence and coping skills that will affect learning, behaviour and health."[1]

This section is based on pan-Canadian data from the National Longitudinal Survey of Children and Youth (NLSCY) and portrays the school readiness of young children. Such information helps all levels of government assess whether or not children will be prepared and equipped for the academic and social challenges that will confront them when they enter the education system.

Findings

Health status

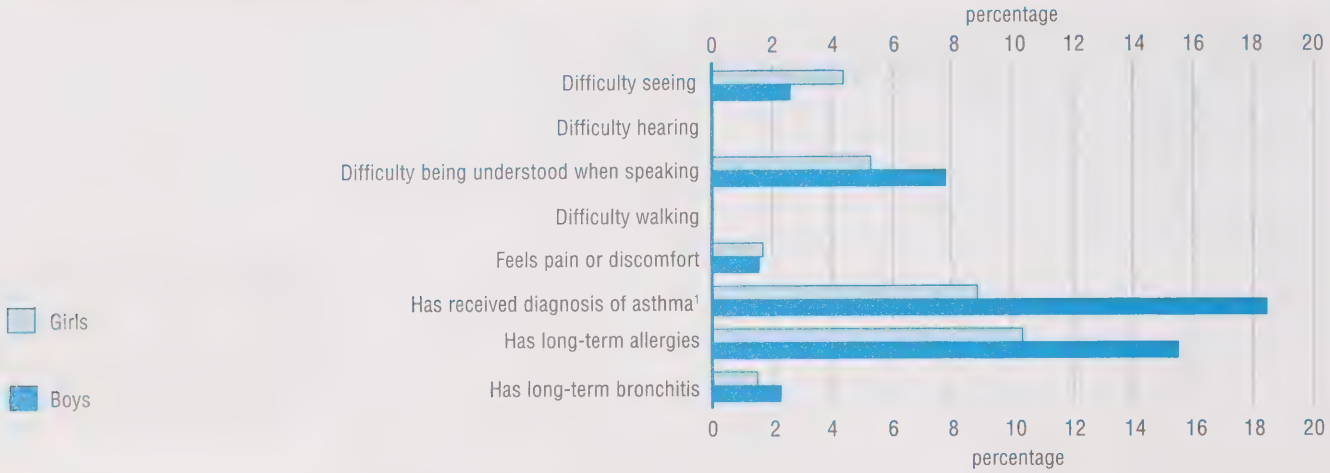
Overall, Canadian parents of 4- and 5-year-olds believe that their children are in good health. Parents' reports on the physical health of their children were captured in cycle 6 of the NLSCY, conducted in 2004/2005. Most boys (89%) and girls (92%) were considered to be in "excellent" or "very good" health (Table C.1.1).

Only small proportions of 4- and 5-year-old boys and girls had physical challenges such as difficulty seeing, hearing, walking, or being understood when speaking (Chart C.1.1 and Table C.1.1). Health problems such as asthma and allergies were markedly more prevalent among this group of youngsters. In 2004/2005, 18%

of boys had received a diagnosis of asthma at some point in their lives, along with 9% of girls. The proportions of boys and girls who were reported to have long-term allergies were 16% and 10%, respectively.

Chart C.1.1

Prevalence of physical limitations among 4- and 5-year-olds, by sex, Canada, 2004/2005



1. Note that the data now show the percentage of children who have ever been diagnosed with asthma, not just those who had an asthma attack in the 12 months before the survey.

Note: Data points not shown in the chart are too unreliable to be published or have been suppressed to meet the confidentiality requirements of the *Statistics Act*. Please see Table C.1.1 for more details.

Source: Table C.1.1.

Participation in activities

In 2004/2005, many young children participated in regularly scheduled activities outside of school hours (Table C.1.1). Participation in sports that involved a coach or instructor was most common, with 38% of girls and 46% of boys reporting at least weekly involvement. For the boys, this represents a significant increase over the 2000/2001 figure (38%) reported in the 2005 PCEIP Report. Girls were more likely (43%) to take regular lessons in dance, gymnastics or martial arts than were boys (21%). This time, the figure for the girls is significantly higher than it was in 2000/2001 (37%). In 2004/2005, participation in music, art and other non-sport activities was less popular when compared with the other categories, reported for about 11% of boys and 17% of girls. About 15% of 4- and 5-year-olds participated in clubs, groups or community programs.

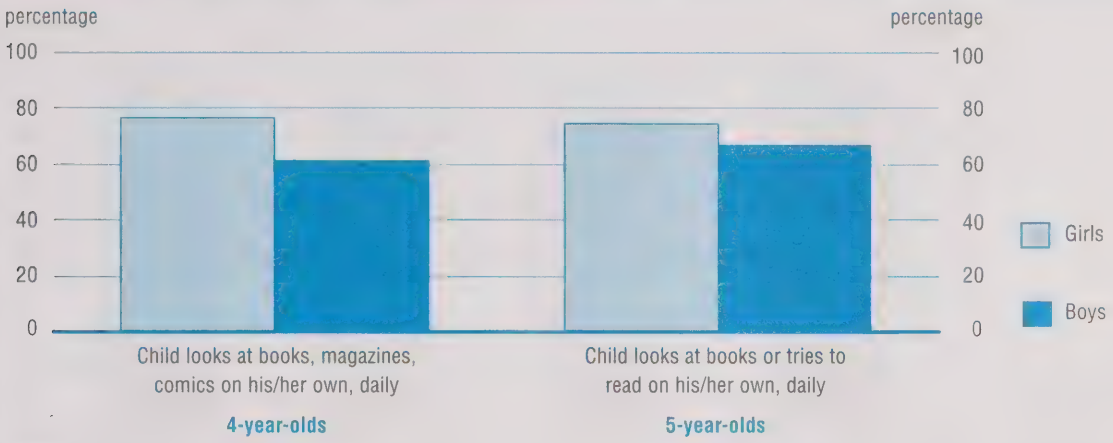
Exposure to books and reading

Once they enter Grade 1, children are expected to begin learning to read and write, two fundamentals that largely condition their experience in school and beyond. Access to books, pencils and language development in the pre-school years helps prepare children for the reading and writing challenges they will confront during their formal education.

According to their parents, the majority of 4-year-olds looked at books, magazines or comics by themselves, every day at home. But a gender gap emerged: 77% of girls spent time with such printed materials every day, compared with 61% of boys (Chart C.1.2 and Table C.1.1).

Chart C.1.2

Interest in books and reading among 4- and 5-year-olds, by sex, Canada, 2004/2005



Source: Table C.1.1.

Children are expected to progress from merely looking at books to pretending to read them. Among 5-year-olds, a large proportion of girls (75%) and boys (67%) had daily contact with books. This means that they either looked at books on their own or they tried to read by themselves.

Young children who are surrounded by reading material, who see adults reading regularly, and who are read to at a very early age often develop their own appetite for reading. This seems to have been the environment for many 4- and 5-year-olds in 2004/2005. About 6 in 10 had an adult who read to them every day (Table C.1.1). This also implies, however, that well over one-third of young children will enter school without such exposure to books and other printed material.

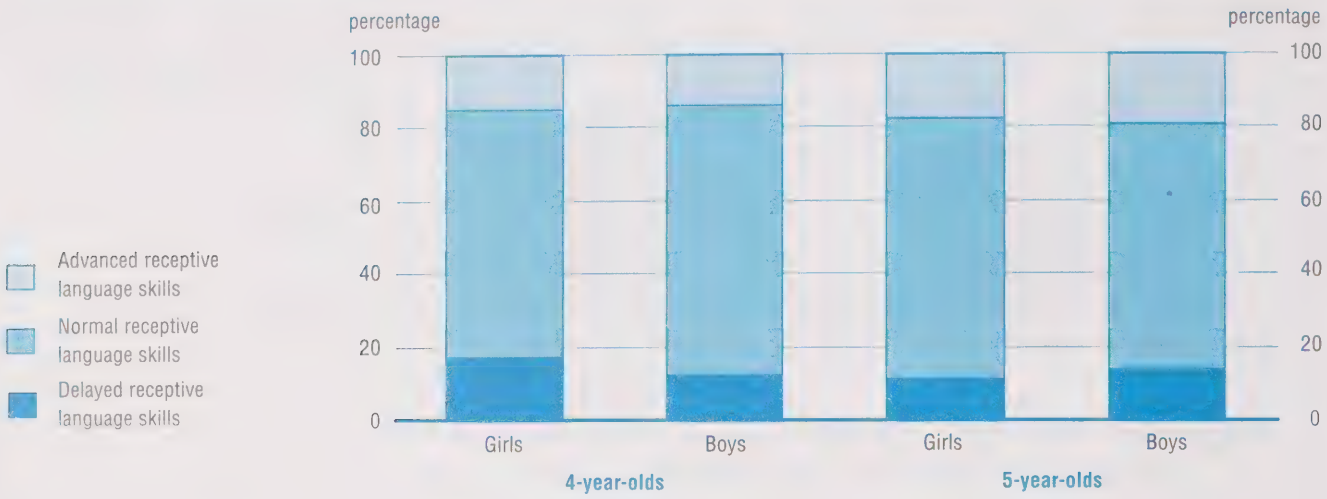
Peabody Picture Vocabulary Test

The NLSCY uses a more objective measure of the child's cognitive development to complement the perceptions reported by parents. The Peabody Picture Vocabulary Test—Revised (PPVT-R) assesses receptive vocabulary at ages 4 and 5. Receptive vocabulary refers to the understood vocabulary of the child: that is, the number of words a child understands when he or she hears them spoken. A child's (or adult's) understood vocabulary level is measured relative to other individuals of the same age.

In 2004/2005, the vast majority of 4- and 5-year-olds had normal or advanced receptive language skills on the PPVT-R; about 14% performed relatively poorly. About the same proportions of boys and girls were high performers (Chart C.1.3 and Table C.1.2); differences by sex are not statistically significant.

Chart C.1.3

Peabody Picture Vocabulary Test (Revised) scores for 4- and 5-year-olds, by sex, Canada, 2004/2005



Note: This chart contains certain estimates with relatively high coefficients of variation. Please see Table C.1.2 for more details.

Source: Table C.1.2.

Findings from the NLSCY confirm that children who demonstrated some delay in motor/social development are three times as likely to have vocabulary problems two years later. And those who experienced vocabulary problems (as measured with the PPVT-R) are twice as likely to experience school achievement problems two years later.[2]

Endnotes

1. First Ministers' Meeting, News release: *Communiqué on Early Childhood Development*. Ottawa, September 11, 2000.
2. Ivan P. Fellegi, Presentation at "Investing in Children: A National Research Conference," Ottawa, October 27-29, 1998.

Elementary-secondary school: enrolments and educators

C2

Context

Information on enrolment at the elementary-secondary level, as well as on the number of educators, is captured in this indicator. A student–educator ratio, which measures the total human resources available to students, is also presented, along with some characteristics of the educator workforce.

As school attendance is compulsory to age 16 or 18, elementary-secondary enrolment largely reflects demographic trends. The size of the school-age population in any jurisdiction is affected not only by the birth rate within that jurisdiction, but also by migration into and out of the jurisdiction. Areas experiencing a substantive decline in the school-age population may also face underused facilities and pressure to reassess staff levels and to reduce the programs offered. Conversely, areas in which enrolments have been rising may encounter pressure to increase funding to maintain per-student expenditure.

Secondary school enrolment is also affected by the number of years of study required for secondary graduation, as well as postsecondary entrance requirements. For example, in some jurisdictions, the prerequisite for postsecondary attendance is the completion of specific courses rather than a secondary school diploma.

Educators represent one of the largest occupational groups in Canada. Salaries of educators represent about two-thirds of total expenditures in elementary-secondary education. A number of important policy issues relate to this workforce, including supply and demand, full- versus part-time employment, and sex and age distribution.

The data presented in this indicator refer to enrolment and educators in public schools only, whereas the finance data presented in Chapter B include both public and private schools. As a result, expenditures per student cannot be calculated.

Findings

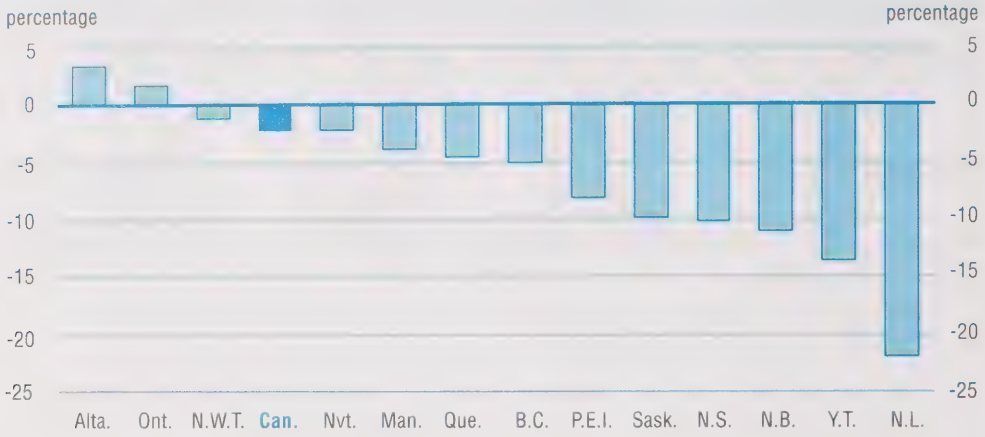
Overall enrolment

Between the 1997/1998 and 2004/2005 school years, the number of full-time equivalent (FTE) enrolments in public elementary and secondary schools rose in only two jurisdictions: Alberta and Ontario (Chart C.2.1 and Table C.2.1). Migration was behind the increase in Alberta, as the province's strong economy continued to attract people from other provinces. High levels of international immigration accounted for the rise in Ontario.

The largest decline in FTE enrolments, 22%, occurred in Newfoundland and Labrador, as the province continued to lose population through an extremely strong net migration outflow to other provinces, combined with the lowest fertility rate in the country.

Chart C.2.1

Percentage change in full-time-equivalent enrolments in public elementary and secondary schools, Canada and jurisdictions,[1,2,3] 1997/1998 to 2004/2005



1. Until 2000/2001 in Que. and Man., includes enrolments in adult programs and professional training under the authority of the school boards or districts. Certain jurisdictions include all students whether or not they are funded, while others include only funded students.
2. In Ont., excludes publicly funded hospital and provincial schools, care, treatment and correctional facilities.
3. Nvt. was created on April 1, 1999. Prior to that date, data for Nvt. were included with data for the N.W.T. This creates a break in series for the N.W.T. in 1999/2000. As a result, the overall percentage change is calculated for the period 1999/2000 to 2004/2005 for the N.W.T. and Nvt.

Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.

Source: Table C.2.1.

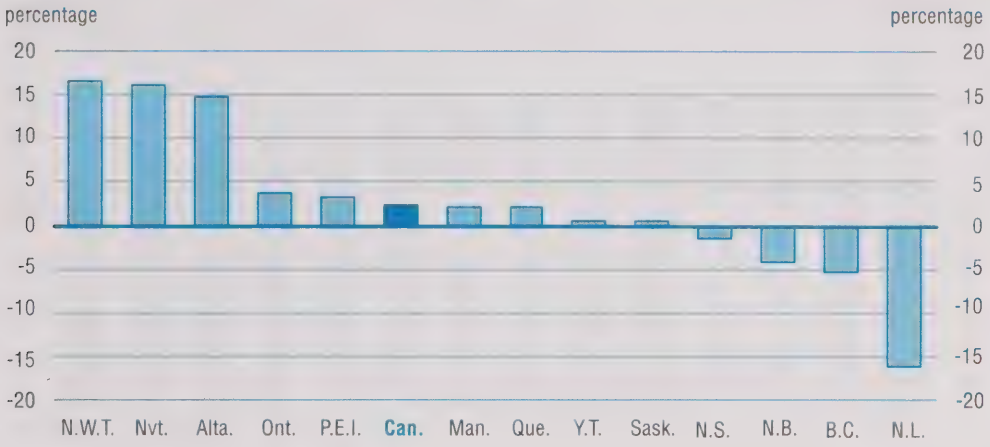
Educators

All employees in the public school system (either school-based or school district-based) who are required to have teaching certification as a condition of their employment are considered to be educators. This definition, therefore, goes beyond classroom teachers and includes principals, vice-principals, and professional non-teaching staff (consultants, guidance counsellors and religious and pastoral counsellors, for example).

There were approximately 310,000 educators country wide in 2004/2005, up 2.4% over 1997/1998 (Table C.2.2). In most jurisdictions, the number of educators (measured in full-time equivalents, or FTEs) increased over this eight-year period. Declines were recorded in Newfoundland and Labrador, Nova Scotia, New Brunswick and British Columbia (Chart C.2.2 and Table C.2.2).

Chart C.2.2

Percentage change in full-time-equivalent educators[1] in public elementary and secondary schools, Canada and jurisdictions,[2,3,4,5] 1997/1998 to 2004/2005



1. Full-time equivalent (FTE) educator is defined as the number of full-time educators on September 30th (or as close as possible thereafter) of the school year, plus the sum of part-time educators according to their percentage of a full-time employment allocation (determined by the province or territory).
2. In Ont., excludes publicly funded hospital and provincial schools, care, treatment and correctional facilities.
3. In Sask., includes educators in provincially funded schools (including "associated independent" and "historic" high schools) and excluding "independent" "First Nations" schools and postsecondary sites.
4. All educators in Lloydminster are included in Sask.'s counts and none of them are captured in the counts for Alta.
5. Nvt. was created on April 1, 1999. Prior to that date, data for Nvt. were included with data for the N.W.T. This creates a break in series for the N.W.T. in 1999/2000. As a result, the overall percentage change is calculated for the period 1999/2000 to 2004/2005 for the N.W.T. and Nvt.

Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.

Source: Table C.2.2.

Student-educator ratio

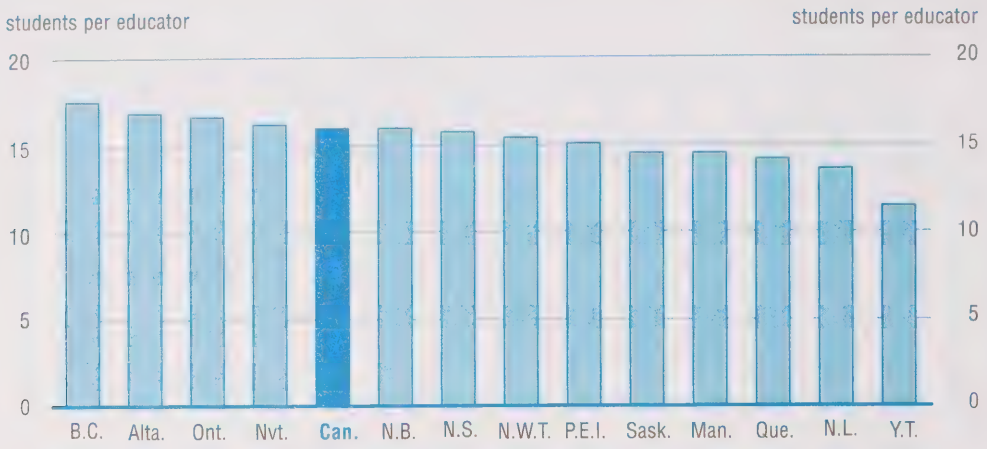
Between 1997/1998 and 2004/2005, the student–educator ratio in public elementary-secondary schools fell from 16.6 to 15.9 at the Canada level, meaning there were fewer students per educator (Table C.2.3). The general decline in the ratio is seen across jurisdictions over this period.

In 2004/2005, the number of students per educator ranged between lows of 13.6 in Newfoundland and Labrador and 11.5 in Yukon to a high of 17.5 in British Columbia (Chart C.2.3 and Table C.2.3). The ratio was at or above the 15.9 figure for Canada in about half of the remaining jurisdictions.

The student–educator ratio should not be taken as a measure of classroom size because the definition of "educator" captures more than just classroom teachers. In addition, average classroom size depends not only on the number of teachers and students, but also on the hours of instructional time per week, the per-teacher hours worked, and the division of time between classroom instruction and other activities.

Chart C.2.3

Student-educator ratio in public elementary and secondary schools, Canada and jurisdictions, 2004/2005



Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.

Source: Table C.2.3.

Composition of the full-time educator workforce

For 2004/2005, the number of full-time educators (i.e., a headcount) in public elementary-secondary schools is available for some, but not all, Canadian jurisdictions. An estimate at the Canada level is not available because of differences in reporting that result in a lack of comparable data from Prince Edward Island, Nova Scotia, Manitoba, Yukon, Northwest Territories, and Nunavut. The first four jurisdictions report data as a headcount of all teachers, without distinguishing between full- and part-time educators; the last two report on full-time equivalent educators.

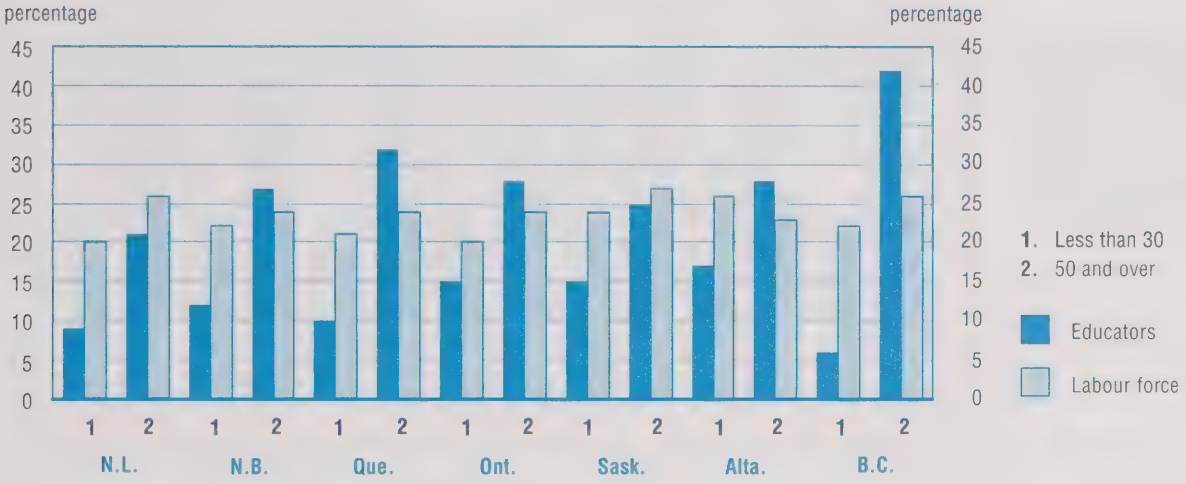
Among the provinces with comparable headcounts for 2004/2005, Quebec and Ontario had the largest numbers of full-time educators in 2004/2005 (Table C.2.4), as expected given the large populations in these provinces. In both provinces, the number of female educators far exceeded the number of male educators in all age groups—a situation also seen in the other provinces (Newfoundland and Labrador, New Brunswick, Saskatchewan, Alberta and British Columbia).

Regardless of jurisdiction, most full-time educators, whether male or female, were in the 30-to-59 age range in 2004/2005 (Table C.2.4). British Columbia had the lowest proportion of younger educators, with 6% under 30 years of age. Newfoundland and Labrador had the highest proportion of educators in the 40-to-49 age group (40%). The proportions of full-time educators in the oldest age group were very low, with few working after the age of 60.

Among those jurisdictions for which data are available, a comparison of the age distribution of full-time educators versus that of the full-time labour force indicates that, in general, much larger proportions of educators are approaching retirement (Chart C.2.4 and Table C.2.5). This is especially noticeable in British Columbia, where 42% of educators were aged 50 or older in 2004/2005, contrasting with 26% of individuals in the total employed labour force. Newfoundland and Labrador and Saskatchewan, on the other hand, had higher proportions of 50-plus workers in the overall employed labour force.

Chart C.2.4

Age distribution of full-time educators in public elementary-secondary schools[1] versus the full-time employed labour force,[2] selected provinces, 2004/2005



1. According to the age distributions on September 30th (or as close as possible thereafter) in the school year of full-time educators in public elementary-secondary schools based on data from the Elementary-Secondary Education Statistics Project. Unknown ages excluded.
2. Based on a monthly average from September to August, Labour Force Survey.

Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.

Source: Table C.2.5.

Part-time status of educators by sex

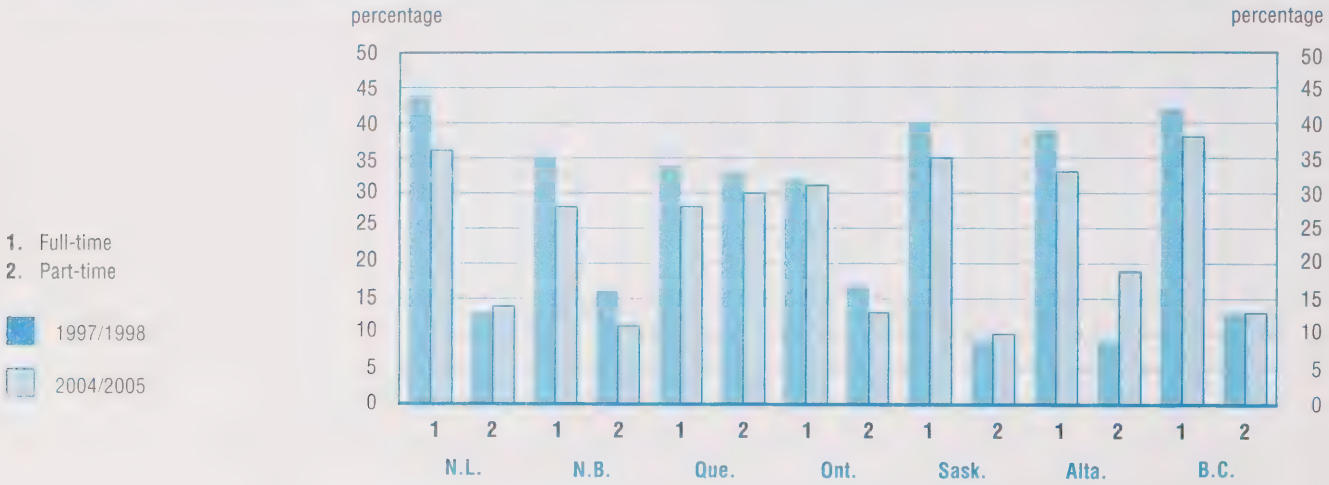
As with the headcounts for full-time educators, the figures for those working part-time are not available at the Canada level. Between 1997/1998 and 2004/2005, the overall proportion of part-time educators remained stable in New Brunswick, and declined in Newfoundland and Labrador and Ontario (Table C.2.6). In Quebec, Saskatchewan, Alberta and British Columbia, the proportions of part-time educators increased over the period.

In 2004/2005, there were far more female educators working part-time in almost all jurisdictions for which comparable data are available (Table C.2.6). Quebec was the exception: similar numbers of men and women worked part-time as educators, mirroring the situation in 1999/2000 (the last year for which these data were available). Otherwise, in Newfoundland and Labrador, New Brunswick, Ontario, Saskatchewan, Alberta, and British Columbia, the number of part-time female educators was at least double or triple that for males.

The proportion of men in the educator workforce, whether full- or part-time, continues to decline. A comparison of 1997/1998 and 2004/2005 data for seven jurisdictions generally shows declines in the proportions of male educators (Chart C.2.5 and Table C.2.7). One notable exception was in Alberta, where the proportion of part-time educators who were male rose by 10 percentage points over this period.

Chart C.2.5

Males as a percentage of educators in public elementary-secondary schools, selected provinces, 1997/1998 and 2004/2005



Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.

Source: Table C.2.7.

Secondary school graduation

Context

C3

This indicator presents information on recent trends in high school graduation rates. Overall rates, along with comparisons of graduation rates at typical and after-typical ages of graduation, are presented.

High school graduation is more than a prerequisite for postsecondary education—it is a valuable credential in its own right. People who do not graduate from high school have relatively lower labour force participation rates and higher unemployment rates over their lifetime.

Graduation rates can be influenced by a number of factors. For example, a strong labour market with plentiful job opportunities may attract youth who have passed the age for compulsory school attendance but have not yet graduated from high school. In a weak labour market, however, youth who anticipate challenges in finding jobs may be more inclined to complete secondary school. Graduation rates also vary depending on the requirements for graduation. Entrance requirements for postsecondary education may be linked to completion of specific courses rather than to high school graduation itself.

High school graduation rates have historically been used as a basic indicator of educational outcomes. Trends in these rates are seen as an indicator of access to education and, more indirectly, as a measure of achievement. Comparisons across jurisdictions may indicate the relative effectiveness of systems in attaining what is universally acknowledged as an important educational milestone. Both in-migration and out-migration may also affect graduation rates. As well, given that some jurisdictions use a different methodology than PCEIP, the provincial secondary school graduation rate figures presented in this report may differ somewhat from those reported by the jurisdictions themselves.

This section is based on administrative data collected for the Secondary School Graduates Survey. Administrative data represents information acquired from the records of schools, school boards, or ministries or departments of education. Graduation rates can also be calculated using data from surveys of individuals such as the Youth in Transition Survey (YITS). Generally, these two sources yield somewhat different estimates of graduation rates because of differences in methodology and coverage (see 2007 PCEIP Handbook). Both sources, however, show increases in the graduation rates over the past decade or so.

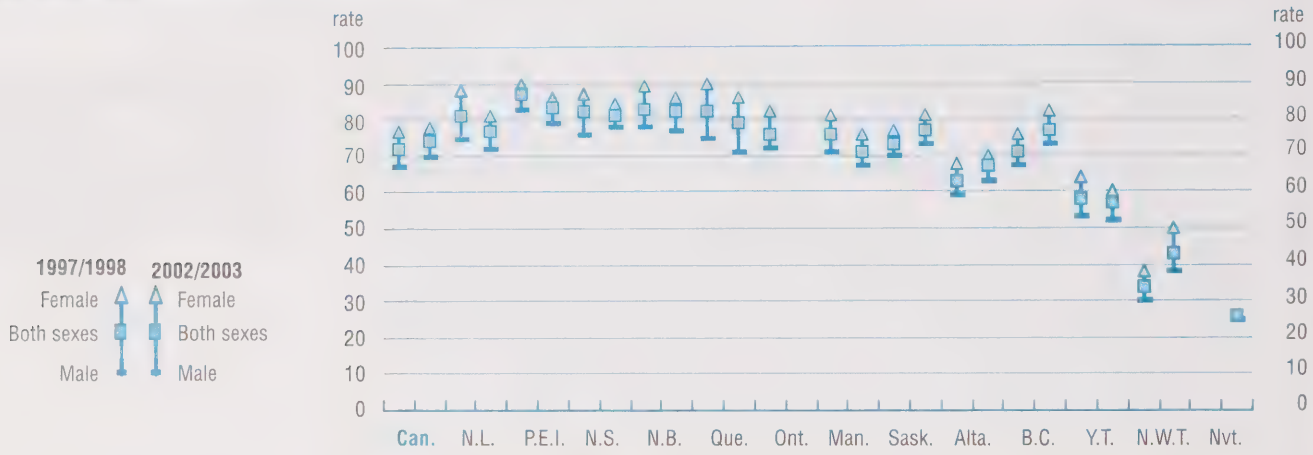
Findings

Secondary school graduation rates

In 2002/2003, overall graduation rates were highest in Prince Edward Island, Nova Scotia and New Brunswick (Chart C.3.1 and Table C.3.1). The lowest were in the three territories. Among provinces, the lowest overall graduation rate occurred in Alberta where it was 67%.

Chart C.3.1

High school graduation rates, by sex, Canada and jurisdictions, 1997/1998 and 2002/2003[1,2]



1. The rate for Can. excludes Que. and Ont.
2. Nvt. was created on April 1, 1999. Prior to that date, data for Nvt. were included with data for the N.W.T. This creates a break in series for the N.W.T. in 1999/2000.

Source: Table C.3.1.

British Columbia's overall graduation rate increased 6 percentage points between 1997/1998 and 2002/2003, raising it above the Canada-level average for 2002/2003[1] while increases in Alberta and the Northwest Territories brought them closer to the average for Canada (Table C.3.1). Decreases in the overall graduation rate occurred in Newfoundland and Labrador, Prince Edward Island, and Quebec; however, the rates in these provinces remained above the Canada-level figure. Manitoba also saw a 5 percentage-point drop in the overall graduation rate, bringing its rate to 71%, below the average for Canada. Manitoba instituted the *Adult Learning Centres Act* in 2002, which modified reporting requirements for graduates. This may have the effect of apparently lowering the graduation rate reported here, since Adult Learning Centres are now reported separately.

In Canada as a whole, in 2002/2003, graduation rates were higher for females (78%) than for males (70%), as in 1997/1998. This gender gap was apparent in every jurisdiction, and at both time periods.

Overall graduation rates can be broken down into two components: the typical-age graduation rate, based on those graduating at the typical age of graduation or younger; and the after-typical-age graduation rate, based on those graduating after the typical age of graduation.[2] Graduation at the typical age or younger generally equates with starting school at the prescribed time and completing and graduating without interruptions or repetition of grades or of significant numbers of courses. This decomposition shows the contribution to the overall rate of those graduating "on-time" versus those graduating at a later age.

Between 1997/1998 and 2002/2003, Canada's typical-age graduation rate rose from 62% to 67% (Table C.3.1). Over the same period, the after-typical-age rate decreased from 10% to 7%. This may be linked to the increasingly less common practice of repeating grades. Most jurisdictions saw an increase in the typical-age graduation rate, ranging from a 2-percentage-point rise in New Brunswick up to 12 percentage points in the Northwest Territories.

The after-typical-age graduation rate remained an appreciable component of the overall graduation rate in some jurisdictions, and points to the importance of efforts that encourage young people to stay in school. In New Brunswick, in 2002/2003, the after-typical age graduation rate was much higher for males (13%) than for females (7%), while in Quebec, the rate was 25% for males and 23% for females (Table C.3.1).

Endnotes

1. Data on high school graduation rates for 2002/2003 are available for all provinces and territories except Ontario. Graduates in Ontario generally represent about 37% of all graduates in Canada. Because of the elimination of Grade 13 (OAC) in Ontario, two cohorts graduated in 2002/2003. These cohorts are not reflected in the pan-Canadian average.
2. It should be noted that the administrative data pertain to graduations from the regular school system only, and not the "second chance" programs. Hence, these rates are only a measure of after-typical-age graduations in the regular school system and reveal nothing about the level or trend in after-age-graduations in the "second chance" system.

Student achievement

C4

Context

This indicator reports on the achievement of students in four key areas—reading, writing, mathematics and science—and looks at changes in these achievement results over time.[1] Looking at the relative performance of different groups of students on the same or similar assessments at different time periods shows whether the level of achievement is changing. Obviously, scores on an assessment alone cannot be used to evaluate a school system, because many factors combine to produce the average scores that are reported here, but they are one of the indicators of overall performance.

The ability to read, understand, and use information is important for learning in school and throughout life. Reading literacy has an impact on an individual's ability to participate in society and to understand important public issues. Literacy is also the foundation of the skills needed for Canada to compete effectively in a global marketplace.

In recent years, there has been a growing realization that the ability to use and apply key mathematics and science concepts is now necessary across a wide range of occupations and by citizens in their daily lives. As a result, jurisdictions have revised and strengthened their mathematics and science curricula to help ensure that all students are equipped with these important skills.

Findings

Programme for International Student Assessment 2000 and 2003

In general, Canadian students performed very well in OECD's Programme for International Student Assessment (PISA) 2003. The major focus of this assessment was mathematics, with reading and science as minor domains and problem solving as a minor, one-time domain. The mathematics part of the assessment examined both overall mathematical literacy and literacy in four mathematics sub-domains (space and shape, change and relationships, quantity, and uncertainty). No sub-domains were measured for reading or science in 2003. (PISA 2000 had reading as its major domain and PISA 2006 focused on science.)

The first part of this section summarizes the performance of students at the Canada and provincial levels on the major PISA domains of mathematics (2003) and reading (2000). The second part compares the assessment results in reading, science, and the mathematics sub-domains of space and shape, and change and relationships in 2003 with those in 2000.

In terms of mathematics literacy, Canada's performance was strong, with only China-Hong Kong and Finland performing significantly better than Canada (Table C.4.1). Canada had similar results to Japan, and performed significantly better than the other G-7 countries.

Among the provinces, the average score for Alberta students was significantly higher than the Canadian results overall. Students in the Atlantic provinces and in Saskatchewan performed below the Canadian average, but at or above the OECD average.

In the PISA reading assessment undertaken in 2000, Canada's 15-year-olds performed at a high level compared with their counterparts in other OECD countries; only one country, Finland, scored higher than Canada (Table C.4.2). Other countries whose average scores were not statistically different from Canada are New Zealand, Australia, Ireland, and Japan. Alberta's score for the combined reading literacy scale was higher than the Canadian average and, along with Finland, ranked at the very top. Average scores for Quebec, Ontario, Manitoba, Saskatchwan, and British Columbia were not statistically different from the Canadian average on the combined scale. Newfoundland and Labrador, Prince Edward Island, and Nova Scotia scored below the Canadian average on the combined scale, but they all ranked above the OECD average. New Brunswick's average score was about the same as the OECD average.

Comparable data are available through PISA for 2000 and 2003 for reading, science, and the mathematics sub-domains of space and shape, and change and relationships (Tables C.4.3, C.4.4 and C.4.5). Canada's average performance was not significantly different statistically between 2000 and 2003 for reading or the mathematics sub-domain of space and shape, but increased for the sub-domain of change and relationships.

No provinces showed statistically significant differences in the sub-domain of space and shape, but the average increased in the sub-domain of change and relationships for Newfoundland and Labrador, New Brunswick, Ontario, Alberta, and British Columbia. In both Prince Edward Island and Saskatchewan average reading scores dropped slightly between the two assessments. In science the Canadian average decreased slightly, reflecting lower scores in Prince Edward Island, Quebec, and Saskatchewan.

School Achievement Indicators Program

On a pan-Canadian basis, student achievement has been reported through the School Achievement Indicators Program (SAIP)[2]. It measured the achievements of samples of 13- and 16-year-old students across Canada in the key subject areas of mathematics, reading, writing, and science. Three cycles of SAIP have been conducted. The first assessment, in mathematics content and problem solving, was administered in 1993. This was followed by an assessment of reading and writing in 1994, and of science in 1996. A second cycle of assessment began in 1997 and was completed in 1999. The third cycle lasted from 2001 to 2004.

The SAIP assessment was designed to determine student achievement in relation to Canada-wide expectations. Performance has been reported on the basis of five levels, with five being the highest level of achievement. Most 13-year-old students were expected to achieve at least level 2, while most 16-year-olds were expected to achieve level 3 or better. Because SAIP assessments in all subject areas were generally designed to retain sufficient elements from one administration to the next, they allowed for comparisons of student achievement over time within each subject area.

In SAIP, students write the assessments in either English or French. However it is important to note that in the territories, the first language of many students is an Aboriginal language. Furthermore, instruction in Aboriginal languages is also growing. The results for students in the territories should be interpreted accordingly. For SAIP mathematics and science assessments, students in Manitoba's French immersion program participated in French and are included with Manitoba (French) results.

Science results for Canadian 13- and 16-year-olds showed some downward movement between 1999 and 2004, as measured by the SAIP written science assessments. These assessments test students' knowledge of science concepts and their application in society, as well as their understanding of the nature of science. Between 1999 and 2004, the percentage of 13-year-olds performing at level 2 or above in written science declined slightly from 73% to 71% (Table C.4.6). Among 16-year-old students, the drop was more marked as 76% of this age group achieved level 3 or higher in 1999, compared with 64% in 2004 (Table C.4.7). This reflected a drop in the performance of 16-year-olds in all jurisdictions. Alberta was the only jurisdiction that was consistently above the pan-Canadian average in written science for both age groups in all cycles of this assessment (Tables C.4.a and C.4.b).

Table C.4.a

Performance of jurisdictions relative to Canada in SAIP assessments, showing percentage of 13-year-olds at level 2 or above

Jurisdictions performing significantly higher than the Canadian average	Jurisdictions performing about the same as the Canadian average	Jurisdictions performing significantly lower than the Canadian average
	Science (written) 1996	
Prince Edward Island	Newfoundland and Labrador	New Brunswick (French)
Nova Scotia (French)	Nova Scotia (English)	Ontario (English)
Saskatchewan	New Brunswick (English)	Ontario (French)
Alberta	Quebec (English)	Manitoba (French)
	Quebec (French)	Northwest Territories
	Manitoba (English)	
	British Columbia	
	Yukon	
	Science (written) 1999	
Alberta	Prince Edward Island	Newfoundland and Labrador
	Nova Scotia (English)	Nova Scotia (French)
	New Brunswick (English)	New Brunswick (French)
	Quebec (English)	Ontario (French)
	Quebec (French)	Manitoba (French)
	Ontario (English)	Northwest Territories
	Manitoba (English)	Nunavut
	Saskatchewan	
	British Columbia	
	Yukon	
	Science (written) 2004	
Alberta	Quebec (English)	Newfoundland and Labrador
	Quebec (French)	Prince Edward Island
	Ontario (English)	Nova Scotia (English)
	Manitoba (English)	Nova Scotia (French)
	British Columbia	New Brunswick (English)
		New Brunswick (French)
		Ontario (French)
		Manitoba (French)
		Saskatchewan
		Yukon
		Northwest Territories

Table C.4.a

Performance of jurisdictions relative to Canada in SAIP assessments, showing percentage of 13-year-olds at level 2 or above (continued)

Jurisdictions performing significantly higher than the Canadian average	Jurisdictions performing about the same as the Canadian average	Jurisdictions performing significantly lower than the Canadian average
	Mathematics (content) 1997	
Nova Scotia (French) Quebec (English) Quebec (French) Alberta	Newfoundland and Labrador New Brunswick (French) Manitoba (French) British Columbia Yukon	Prince Edward Island Nova Scotia (English) New Brunswick (English) Ontario (English) Ontario (French) Manitoba (English) Saskatchewan Northwest Territories
	Mathematics (content) 2001	
Quebec (French) Alberta	Quebec (English) Ontario (English) British Columbia	Newfoundland and Labrador Prince Edward Island Nova Scotia (English) Nova Scotia (French) New Brunswick (English) New Brunswick (French) Ontario (French) Manitoba (English) Manitoba (French) Saskatchewan Yukon Northwest Territories Nunavut
	Mathematics (problem solving) 1997	
Quebec (English) Quebec (French) Alberta	Prince Edward Island New Brunswick (French) Manitoba (French) Saskatchewan	Newfoundland and Labrador Nova Scotia (English) Nova Scotia (French) New Brunswick (English) Ontario (English) Ontario (French) Manitoba (English) British Columbia Yukon Northwest Territories
	Mathematics (problem solving) 2001	
Alberta	Nova Scotia (French) New Brunswick (French) Quebec (English) Quebec (French) Ontario (English) Ontario (French) Manitoba (French) Yukon	Newfoundland and Labrador Prince Edward Island Nova Scotia (English) New Brunswick (English) Manitoba (English) Saskatchewan British Columbia Northwest Territories Nunavut

Table C.4.a

Performance of jurisdictions relative to Canada in SAIP assessments, showing percentage of 13-year-olds at level 2 or above (concluded)

Jurisdictions performing significantly higher than the Canadian average	Jurisdictions performing about the same as the Canadian average	Jurisdictions performing significantly lower than the Canadian average
	Writing 2002	
	Quebec (English)	Newfoundland and Labrador
	Quebec (French)	Prince Edward Island
	Ontario (English)	Nova Scotia (English)
	Manitoba (English)	Nova Scotia (French)
	Alberta	New Brunswick (English)
	British Columbia	New Brunswick (French)
		Ontario (French)
		Manitoba (French)
		Saskatchewan
		Yukon
		Northwest Territories

Notes: The terms "significantly higher" and "significantly lower" refer to statistically significant differences between the results of jurisdictions and the results at the Canada level. Results are statistically different with 95% confidence if the relevant confidence intervals do not overlap.

Results for only the written portion of the science assessment are shown in this table. The practical tasks component is not reported on because it was not administered in 2004 (though it was administered in 1996 and 1999).

While SAIP mathematics assessments were conducted in 1993, 1997, and 2001, only those conducted in 1997 and 2001 are comparable because of significant changes in scoring methods and assessment design since 1993.

For SAIP mathematics and science assessments, students in Manitoba's French immersion program participated in French and are included with Manitoba (French) results.

For the writing assessment, caution is advised when comparing achievement results based on assessment instruments prepared in different languages, despite the extensive efforts to ensure equivalence for the sake of equity and fairness for all students. Every language has unique features that are not readily equivalent and render comparisons between languages inherently difficult. On specific jurisdictional results, comparisons are made to the Canadian results by language. That is, English jurisdictions are compared to the Canadian English results, and the French ones to the Canadian French average.

The SAIP Writing III Assessment (2002) is the third in a series of writing assessments. Other writing assessments were administered in 1994 and 1998, but their results cannot be compared with those from 2002.

Nunavut did not participate in the 2004 science assessment or the 2002 writing assessment.

Sources: CMEC. 2005. School Achievement Indicators Program (SAIP). Science III 2004. CMEC.2003. School Achievement Indicators Program (SAIP). Writing III 2002. CMEC. 2002. School Achievement Indicators Program (SAIP). Mathematics III 2001.

Table C.4.b

Performance of jurisdictions relative to Canada in SAIP assessments, showing percentage of 16-year-olds at level 3 or above

Jurisdictions performing significantly higher than the Canadian average	Jurisdictions performing about the same as the Canadian average	Jurisdictions performing significantly lower than the Canadian average
Science (written) 1996		
Nova Scotia (French) Quebec (French) Alberta	Prince Edward Island Nova Scotia (English) New Brunswick (English) Quebec (English) Manitoba (English) Manitoba (French) Saskatchewan British Columbia Yukon	Newfoundland and Labrador New Brunswick (French) Ontario (English) Ontario (French) Northwest Territories
Science (written) 1999		
Prince Edward Island Quebec (French) Manitoba (English) Alberta	Newfoundland and Labrador Nova Scotia (English) Nova Scotia (French) New Brunswick (English) Quebec (English) Ontario (English) Manitoba (French) Saskatchewan British Columbia Yukon	New Brunswick (French) Ontario (French) Northwest Territories Nunavut
Science (written) 2004		
Alberta	Newfoundland and Labrador Quebec (French) Ontario (English) British Columbia Yukon	Prince Edward Island Nova Scotia (English) Nova Scotia (French) New Brunswick (English) New Brunswick (French) Quebec (English) Ontario (French) Manitoba (English) Manitoba (French) Saskatchewan Northwest Territories
Mathematics (content) 1997		
Nova Scotia (French) Quebec (English) Quebec (French)	Nova Scotia (English) New Brunswick (French) Manitoba (French) Alberta Yukon	Newfoundland and Labrador Prince Edward Island New Brunswick (English) Ontario (English) Ontario (French) Manitoba (English) Saskatchewan British Columbia Northwest Territories
Mathematics (content) 2001		
Manitoba (French) Alberta	Nova Scotia (French) New Brunswick (French) Ontario (English) Manitoba (English) British Columbia Yukon	Newfoundland and Labrador Prince Edward Island Nova Scotia (English) New Brunswick (English) Ontario (French) Saskatchewan Northwest Territories Nunavut

Table C.4.b

Performance of jurisdictions relative to Canada in SAIP assessments, showing percentage of 16-year-olds at level 3 or above (concluded)

Jurisdictions performing significantly higher than the Canadian average	Jurisdictions performing about the same as the Canadian average	Jurisdictions performing significantly lower than the Canadian average
	Mathematics (problem solving) 1997	
Nova Scotia (French)	Nova Scotia (English)	Newfoundland and Labrador
Quebec (English)	New Brunswick (French)	Prince Edward Island
Quebec (French)	Manitoba (English)	New Brunswick (English)
Alberta	Manitoba (French)	Ontario (English)
	Saskatchewan	Ontario (French)
		British Columbia
		Yukon
		Northwest Territories
	Mathematics (problem solving) 2001	
New Brunswick (French)	Nova Scotia (French)	Newfoundland and Labrador
Manitoba (French)	Ontario (English)	Prince Edward Island
Alberta	Manitoba (English)	Nova Scotia (English)
	Saskatchewan	New Brunswick (English)
	British Columbia	Ontario (French)
		Yukon
		Northwest Territories
		Nunavut
	Writing 2002	
Quebec (English)	Newfoundland and Labrador	Prince Edward Island
	New Brunswick (English)	Nova Scotia (English)
	Quebec (French)	Nova Scotia (French)
	Ontario (English)	New Brunswick (French)
	Manitoba (English)	Ontario (French)
	Saskatchewan	Manitoba (French)
	Alberta	Yukon
	British Columbia	Northwest Territories

Notes: The terms "significantly higher" and "significantly lower" refer to statistically significant differences between the results of jurisdictions and the results at the Canada level. Results are statistically different with 95% confidence if the relevant confidence intervals do not overlap.

Results for only the written portion of the science assessment are shown in this table. The practical tasks component is not reported on because it was not administered in 2004 (though it was administered in 1996 and 1999).

While SAIP mathematics assessments were conducted in 1993, 1997, and 2001, only those conducted in 1997 and 2001 are comparable because of significant changes in scoring methods and assessment design since 1993.

For SAIP mathematics and science assessments, students in Manitoba's French immersion program participated in French and are included with Manitoba (French) results.

For the writing assessment, caution is advised when comparing achievement results based on assessment instruments prepared in different languages, despite the extensive efforts to ensure equivalence for the sake of equity and fairness for all students. Every language has unique features that are not readily equivalent and render comparisons between languages inherently difficult. On specific jurisdictional results, comparisons are made to the Canadian results by language. That is, English jurisdictions are compared to the Canadian English results, and the French ones to the Canadian French average.

The SAIP Writing III Assessment (2002) is the third in a series of writing assessments. Other writing assessments were administered in 1994 and 1998, but their results cannot be compared with those from 2002.

Quebec 16-year-olds did not participate in the 2001 mathematics assessment.

Nunavut did not participate in the 2004 science assessment or the 2002 writing assessment.

Sources: CMEC.2005. School Achievement Indicators Program (SAIP). Science III 2004. CMEC.2003. School Achievement Indicators Program (SAIP). Writing III 2002. CMEC.2002. School Achievement Indicators Program (SAIP). Mathematics III 2001.

In previous cycles of the written component of the SAIP science assessment, the performance of Canadian 13-year-olds remained stable between 1996 and 1999 at level 2 or above, whereas the achievement of 16-year-olds increased at level 3 or above (Tables C.4.6 and C.4.7).

The SAIP mathematics assessment had two domains: a content component and a problem solving component. The content component was designed to test for knowledge of mathematics concepts in the areas of numbers and operations, data management and statistics, algebra and functions, and measurement and geometry; whereas the second component allowed for the demonstration of mathematics problem solving skills. Although mathematics has been assessed since 1993 in SAIP, only those assessments conducted in 1997 and 2001 are comparable because of significant changes that were made in the scoring methods and assessment design after the 1993 assessment. It is important to keep in mind that Quebec 16-year-olds did not participate in the 2001 mathematics assessment.

The mathematics performance of 13-year-old students in Canada improved between 1997 and 2001. Over this period, the percentage of 13-year-olds performing at level 2 or above in mathematics content increased by 5 percentage points from 59% to 64%, owing mainly to an improvement in the percentage of students from Ontario (English) achieving level 2 or above. This meant that the performance of 13-year-olds from Ontario (English) was similar to that of Canadian students overall, whereas it was below the Canadian average in 1997 (Table C.4.a). Quebec (French) and Alberta were the only jurisdictions in which 13-year-old students scored above the Canadian average in both the 1997 and 2001 mathematics content assessments.

The improvement of Canadian 13-year-olds was more marked in problem solving as the percentage of this age-group achieving level 2 or higher increased by 16 percentage points, from 52% to 68% (Table C.4.6). The results for 13-year-old students in mathematics problem solving increased between 1997 and 2001 in most jurisdictions, and remained stable in the others. Despite generally positive trends between the 1997 and 2001 mathematics problem solving assessments, only Alberta performed above the pan-Canadian average in 2001 (as they did in 1997) with the rest of the jurisdictions split between those whose results were similar to the Canadian average and those performing below the Canadian average (Table C.4.a). The performance of 13-year-olds in Nova Scotia (French), Ontario (English and French), and Yukon was below the Canadian average in 1997, but was similar to the country-wide average in 2001.

In 2001, a lower percentage of 16-year-olds in Canada achieved the target level than did 13-year-old students in both mathematics components. In 2001, about half of all 16-year-old students attained the expected level for their age-group in both the mathematics content and problem solving components. Compared with the 1997 assessment, these results represent a decline in performance in mathematics content (when 60% of this age-group achieved level 3 or higher) and an improvement in problem solving (when about 40% achieved level 3 or higher) (Table C.4.7).

The only jurisdictions whose 16-year-olds outperformed the Canada average at level 3 or above in the 2001 mathematics content assessment were Manitoba (French) (63%) and Alberta (61%). Both of these jurisdictions had performed at the Canada level in 1997. Sixteen-year-old students in Ontario from the English school system, as well as those in Manitoba (English) and British Columbia performed about the same as the Canadian average in 2001, whereas they had performed below the Canada average in the previous cycle of the mathematics content assessment.

As was the case in the mathematics content assessment, 16-year-olds in New Brunswick (French) and Manitoba (French) performed above the Canadian average in problem solving, as did those in Alberta. Alberta students also scored above the pan-Canadian average in 1997, whereas those from New Brunswick (French) and Manitoba (French) performed about the same as the Canadian average. The performance of 16-year-olds in Ontario (English), and British Columbia was below the Canadian average in 1997, but about the same as other Canadian students in 2001.

Only results for the latest SAIP writing assessment (i.e., SAIP Writing III Assessment 2002) are presented in this report because it is not appropriate to compare its results with those of previous writing assessments conducted in 1994 and 1998. The changes that were made to the administration procedures, the tasks, and the scoring criteria for Writing III in 2002 render historical comparisons impossible.

The Writing III assessment indicates that in 2002 most 13-year-old students in Canada were writing at or above the expected levels. Across Canada, 84% of 13-year-olds reached level 2 or above. A lower percentage of 16-year-olds, 61%, achieved the expected level or higher (Tables C.4.6 and C.4.7).

Endnotes

1. In this section, comparisons between populations are made with respect to confidence intervals. Differences are said to be statistically significant if the confidence intervals do not overlap (see 2007 PCEIP Handbook for more details on confidence intervals). Only differences that are statistically significant are discussed in this section.
2. The SAIP Science assessment of 2004 was the last SAIP test administered. Starting in 2007, the new Pan-Canadian Assessment Program (PCAP) is being introduced.

Information and communications technologies (ICT)

C5

Context

This indicator presents data on computer use among students—at school and at home. Availability of computers and the Internet, frequency of use, and computers as learning aids are explored.

Information and communications technologies (ICT) are both pervasive symbols of modern society and essential business tools. With the increasingly widespread use of computers, equipping students with computer skills has become an important goal of school systems across the country.

Education authorities across Canada have recognized the importance of integrating ICT into teaching and learning. Considerable effort has been devoted to acquiring hardware and software for elementary and secondary schools, providing Internet connections, taking advantage of new learning tools, and helping educators improve their own ICT-related skills.

Many now consider ICT use in schools to be an essential part of a student's education. Students who are comfortable with computers and information technology may find it easier to progress and succeed in school and then to make a smooth transition into the labour market.

Information on computer use and accessibility is available through the Program for International Student Assessment (PISA), which assesses the performance and achievements of 15-year-old students. PISA is a collaborative effort among member countries of the Organisation for Economic Co-operation and Development. In Canada, PISA is administered through the following partnership: the Council of Ministers of Education, Canada; Human Resources and Skills Development Canada; and Statistics Canada.

Findings

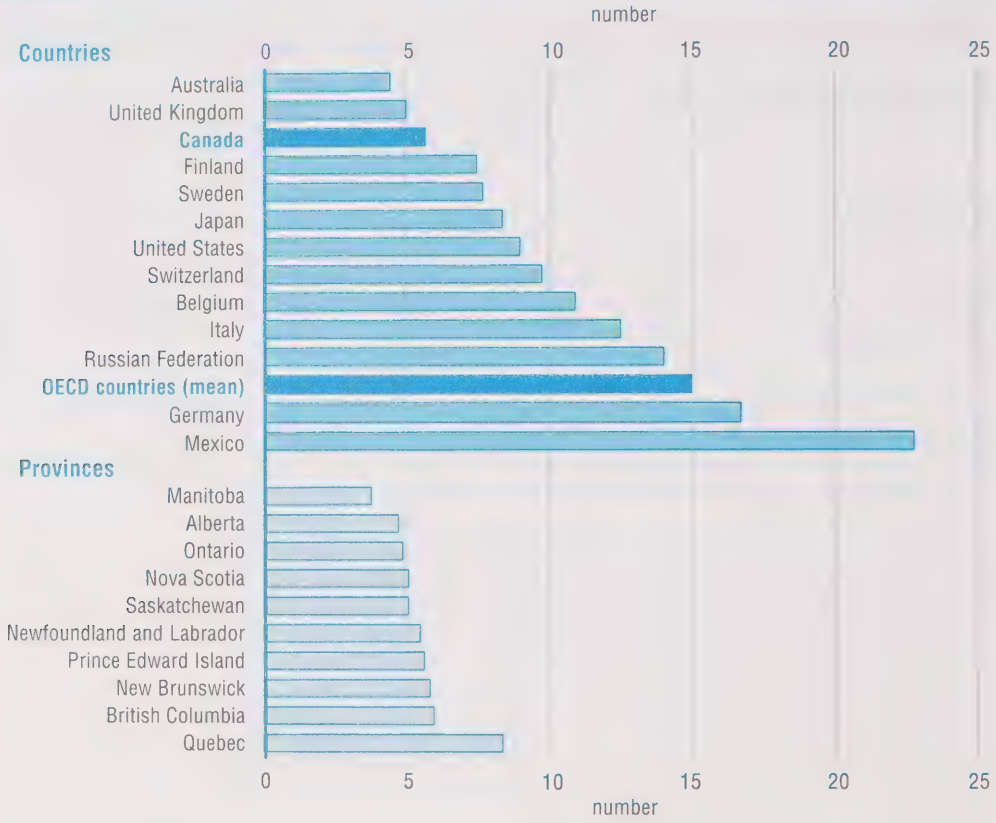
Students per computer

In 2003, the average number of students per school computer in OECD countries was 15 (Chart C.5.1 and Table C.5.1). Ratios varied widely in this international comparison of 15-year-old students. Canada's average of 6 students per every school computer is among the most favourable. The ratios for Australia (4:1), the United Kingdom (5:1) and Finland (7:1) reflect similar access to computers. And, in Japan, Sweden and the United States, the student-to-computer averages were all under 10.

A provincial comparison of 2003 data generally shows little variation in access to school computers. In 5 of the 10 provinces, the average number of students per computer was 5 (Chart C.5.1 and Table C.5.1). In the other half, ratios were between 4:1 (Manitoba) and 8:1 (Quebec).

Chart C.5.1

Average number of students per school computer,[1] Canada, other countries and provinces, 2003



1. Total number of students enrolled in the school divided by the total number of computers for the school in which 15-year-olds are enrolled.

Source: Table C.5.1.

Internet access

The percentage of 15-year-old students with Internet access via their home computers was generally fairly high throughout the OECD countries in 2003 (Table C.5.1). Across 10 of the 14 reporting countries, over 7 in 10 students had Internet access at home. In Canada, 89% had a home Internet connection, ranking second after Sweden (90%).

In every province, a majority of 15-year-old students had access to a home computer with an Internet connection. Newfoundland and Labrador (80%) and New Brunswick (81%) reflected connectivity similar to that of the United Kingdom (81%) and the United States (82%). Overall, provincially, at least 8 in 10, and as many as 9 in 10, students had home Internet access.

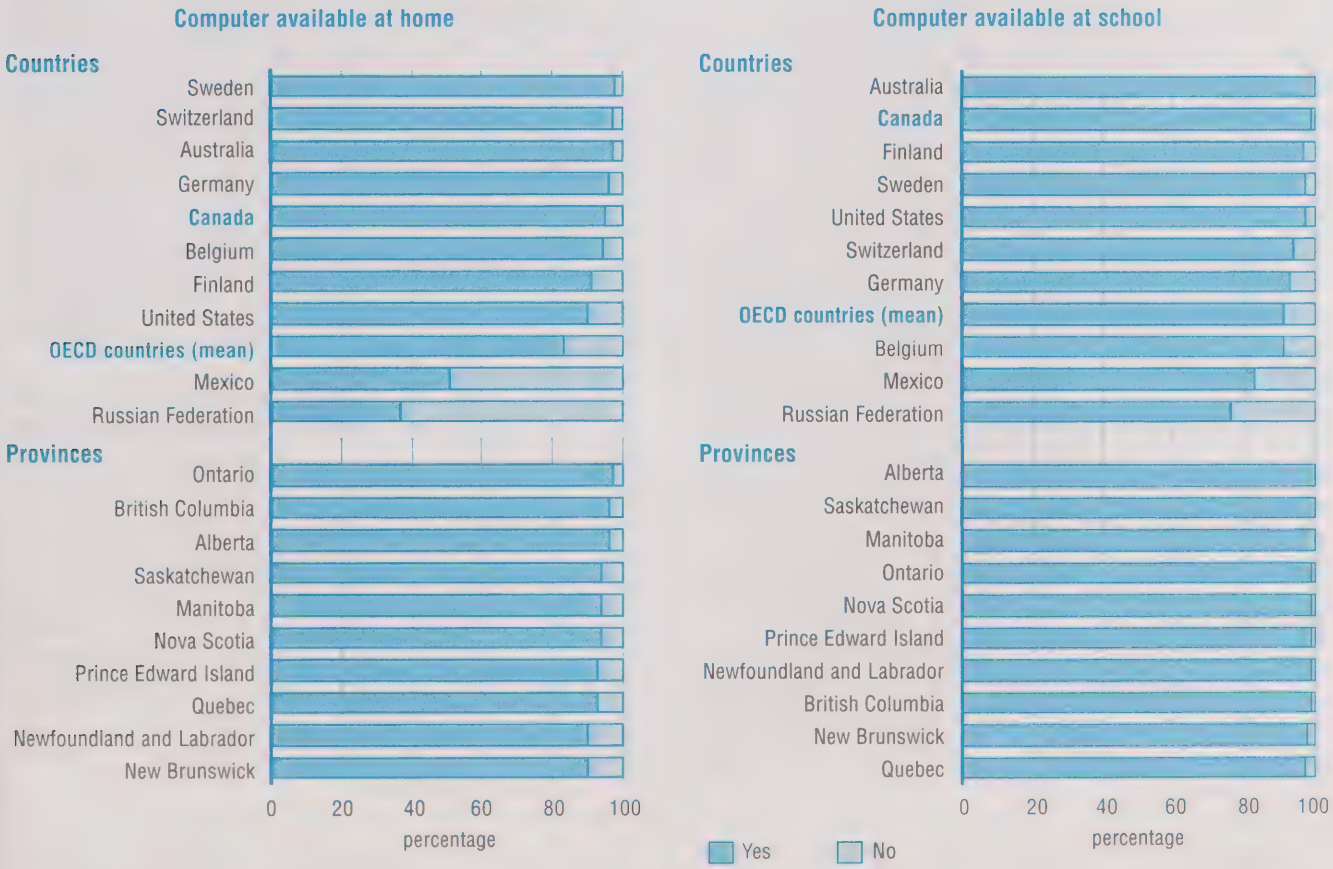
Access to computers, at home and school

Generally, access to computers—at home and at school—was high among 15-year-old students in the OECD countries. While 17% did not have a computer available at home, the percentage reporting no availability at school was much lower, at 9% (Chart C.5.2 and Table C.5.2). The availability of home computers was lower than the overall OECD average of 83% in Mexico (51%) and the Russian Federation (37%). However, much higher proportions of students in these two countries could use computers at school (83% and 76%, respectively) in 2003.

In all Canadian provinces, at least 9 out of 10 15-year-old students had access to computers at home, and virtually all reported having a computer available at school.

Chart C.5.2

Percentage of 15-year-old students who reported availability of computers at home and at school, Canada, other countries and provinces, 2003



Source: Table C.5.2.

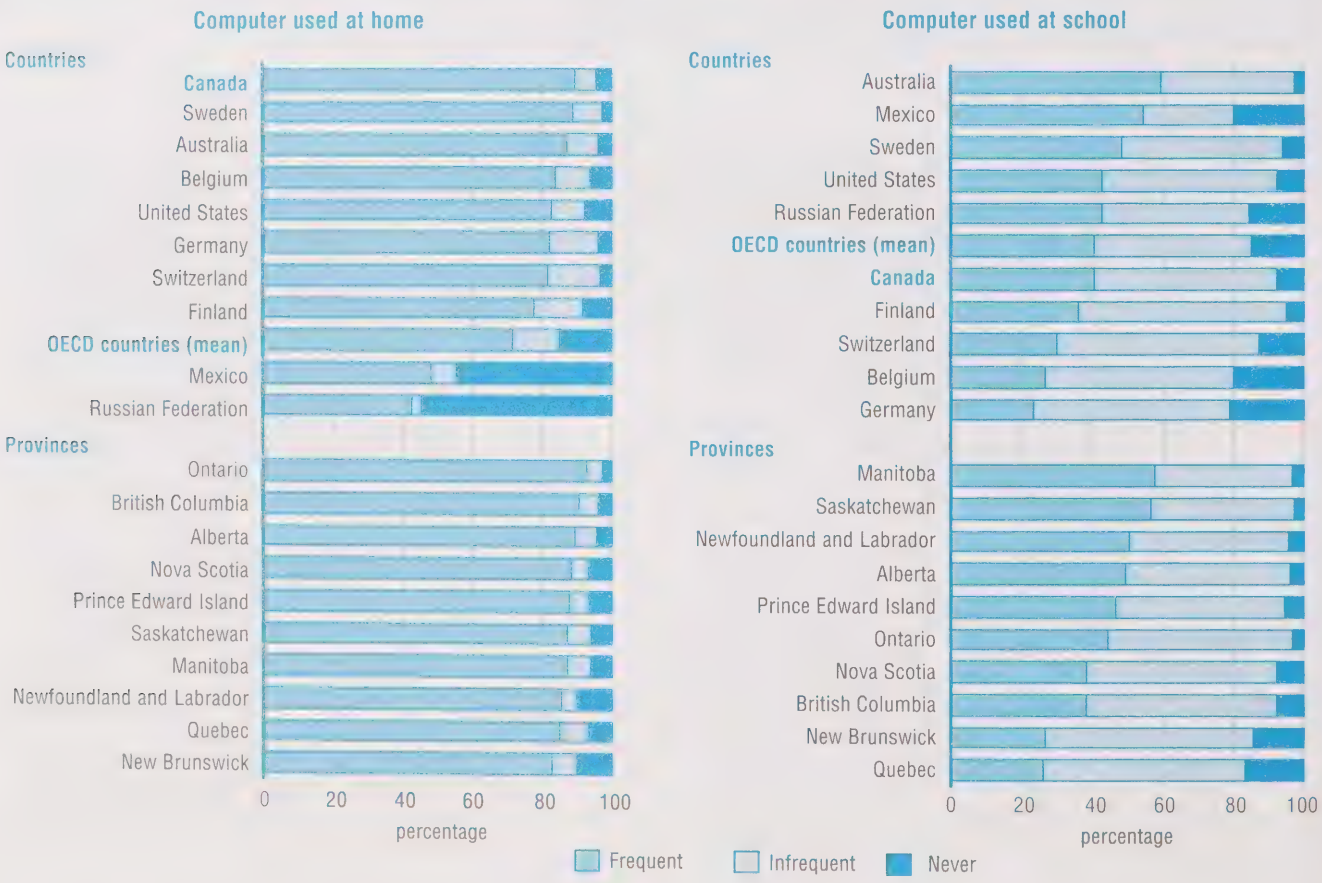
Frequency of computer use

In almost all of the OECD reporting countries, the 15-year-olds who said they used computers at home and at school were far more likely to report frequent use at home. The overall OECD averages for frequent computer use at home versus school were 72% and 41%, respectively (Chart C.5.3 and Table C.5.3). And, on average across OECD countries, relatively low proportions of students said they "never" used computers at home (15%) or at school (15%).

A provincial comparison of the frequency of student computer use mirrors the international results. Overall, about 90% of students in Canada reported frequent computer use at home in 2003, about double that claiming frequent use of school computers (4 in 10). In each province, the proportion of 15-year-old computer users who said they "never" used computers at home, or at school, were low (10% or less) for the most part. In New Brunswick and Quebec, however, 15% and 17% of the student computer users, respectively, said they did not use computers at school.

Chart C.5.3

Percentage of 15-year-old students who reported using computers at home and at school,[1] Canada, other countries and provinces, 2003



1. Frequent: Computer used almost every day or a few times each week.
Infrequent: Computer used between once a week and once a month or less than once a month.
Never: Computer never used.

Source: Table C.5.3.

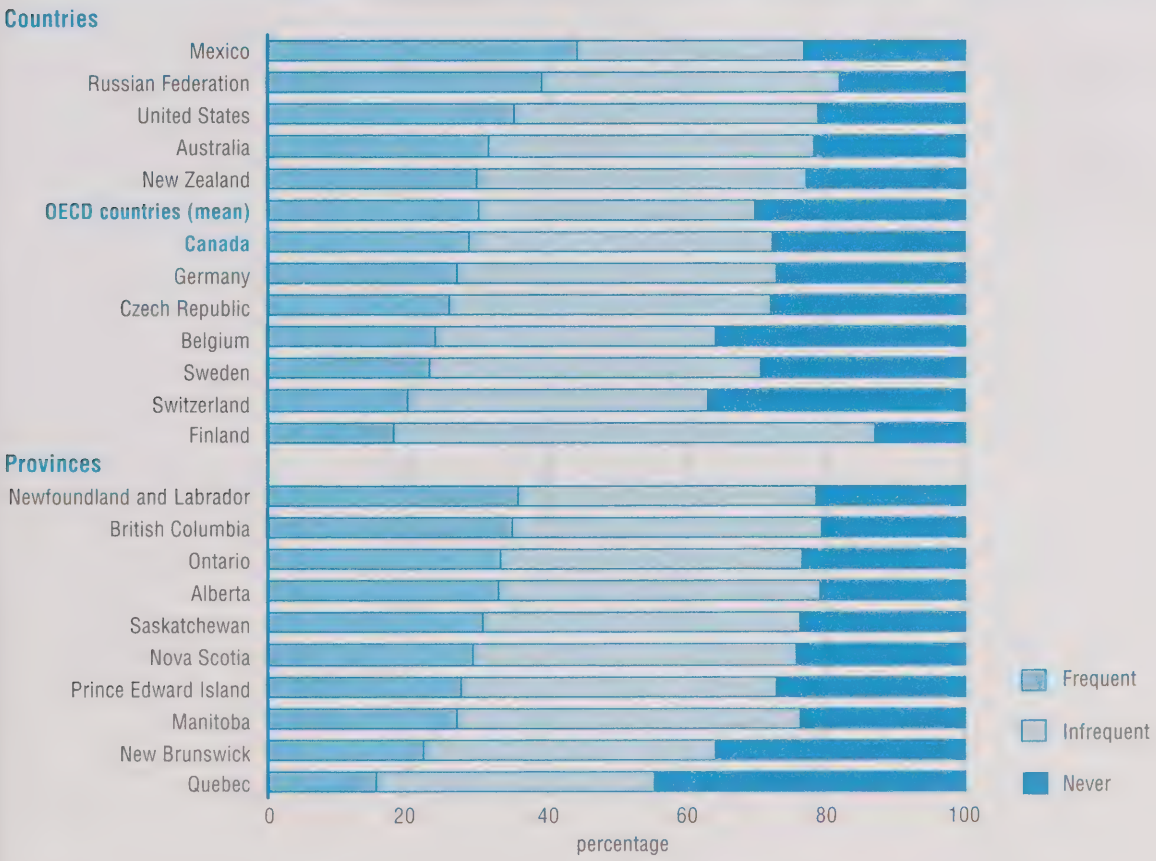
Student use of computers to support education

While information technology is more available and more frequently used in schools and the home than it used to be, this does not guarantee that computers are used for educational purposes such as researching a topic on the Internet or writing a report. Across OECD countries, about half (51%) of 15-year-olds reported using computers quite often to help them learn school material (Chart C.5.4 and Table C.5.4), while 30% reported never using computers to support their learning.

Although 95% or more of Canadian 15-year-old students had access to computers, either at home or at school, over one-quarter (28%) said they "never" used computers for learning their school material. Many did take advantage of computers for this purpose, however, some every day or a few times a week (29%) and some either weekly or once a month (24%). Among the provinces, 35% of students in British Columbia reported frequent use of computers to support their learning and 21% reported that they never used computers for schoolwork (Chart C.5.4). In Quebec, the results were reversed: 15% reported frequent use of computers to support schoolwork, while 45% said they never did so.

Chart C.5.4

Percentage of 15-year-old students who reported using computers to help them learn school material,[1] Canada, other countries and provinces, 2003



1. Frequent: Computer used almost every day or a few times each week to help learn school material.
Infrequent: Computer used between once a week and once a month or less than once a month.
Never: Computer never used to help learn school material.

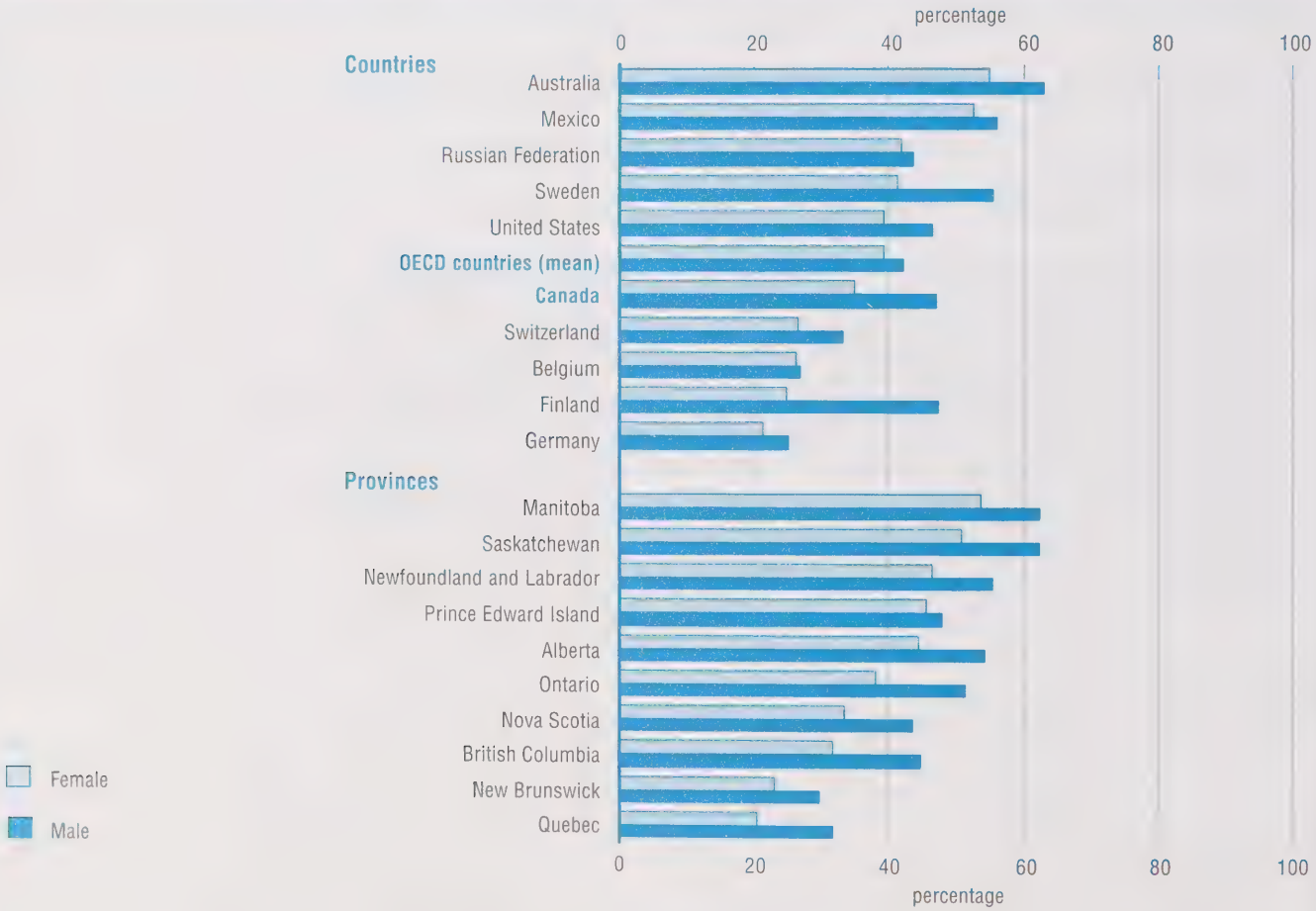
Source: Table C.5.4.

Differences in male-female access and use of computers

Across OECD countries, there were no significant differences between males and females in terms of availability of computers. In most countries, however, more males than females frequently used computers at home and at school (Chart C.5.5 and Table C.5.5). The gender-gap was less pronounced among frequent users of school computers, however. Across OECD countries, 42% of males and 39% of females reported frequent use of computers at school. In Canada, the proportions were 47% and 35%, respectively.

Chart C.5.5

Percentage of 15-year-old students who reported frequent use of computers at school,[1] by sex, Canada, other countries and provinces, 2003



1. Computer used almost every day or a few times each week to help learn school material.

Source: Table C.5.5.

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Postsecondary education

Introduction

Postsecondary education helps individuals become better educated citizens and contributes to one's social and economic well-being. Postsecondary education has a direct impact on people's ability to compete in the labour market, on the types of jobs they obtain, and the remuneration they receive. Progress in the sciences and technology is linked to a strong research and development (R&D) sector, drawing on the abilities of highly trained individuals. Formal education, either at the "typical" age of study, or later as an adult learner, has an important role to play in developing the human capital that is needed by individuals and jurisdictions to compete in the knowledge economy. This chapter consists of the following six sections, each focusing on a different aspect of the postsecondary education system in Canada.

Indicator D1 provides information on student enrolment in registered apprenticeship, college, and university programs, as well as reporting on differences by sex.

Postsecondary completions for registered apprenticeship and college programs, and university degrees are the topic of Indicator D2. Also covered are completions and graduation rates by sex, and, at the university level, by field of study.

Indicator D3 looks at university educators. In addition to showing how many educators there are in Canada and the jurisdictions, it also examines the male-female distribution and the age breakdown of educators as a group compared with the overall population.

Indicator D4 presents information on the amount of R&D conducted in universities in Canada and its financing, along with selected international comparisons.

Indicator D5 examines patterns in the distribution of literacy skills among the Canadian population aged 16 and over.

Indicator D6 provides an international comparison of the educational attainment of Canadians. It also provides a portrait of the educational profile of the population with Aboriginal identity.

The data presented in this chapter pertain to the registered apprenticeship, college, and university levels. Previous editions of PCEIP rounded out the postsecondary picture by including data on the trade-vocational sector. At the time of writing this report, no data beyond those presented in the 2003 PCEIP Report[1] were available for this level; hence they are not presented here.

Enrolment in postsecondary education

D1

Context

With rising secondary school graduation rates, many industrialized countries have come to view participation in postsecondary education as an important prerequisite for working and further learning. Postsecondary education also plays a role in the social welfare of a nation and affects numerous aspects of one's life. An educated and highly skilled workforce is widely viewed as a crucial element for the continued economic and social growth and development of Canada and the regions of the country.

In Canada, postsecondary programs are offered through colleges, institutes, university colleges, universities, and private institutions. Trends in enrolment provide information on the supply of skills and knowledge that future entrants to the labour force are likely to provide, as well as helping postsecondary institutions and policy makers assess the demand on the system. Data on the balance between male and female participation and how that has shifted over time help determine what steps, if any, may be needed to encourage higher levels of participation among both males and females.

Findings

Registered apprenticeship

The apprenticeship training system has played a major role over the past century in enabling business and industry in Canada to remain competitive. As skills shortages are anticipated in some trades[2] and regions of the country, it is important to better understand enrolment and completion trends in apprenticeship programs in order to support actions aimed at ensuring an adequate supply of skilled workers in the trades (for completion trends, see Indicator D2). A series of key measures on apprenticeship enrolment is presented here.

In 2004, there were 267,800 registered apprentices in Canada, 64% more than in 1994 (Table D.1.1). All major trade groups contributed to this increase. In 2004, building construction; metal fabricating; electrical, electronics and related; and motor vehicle and heavy equipment trades were the largest fields, each accounting for over 45,000 registered apprentices. Together, these trade groups accounted for approximately three-quarters (76%) of the increase in all registered apprentices over the past decade. Although the "other trades" group was the smallest apprenticeship field, it posted the

highest rate of growth over the decade, registering almost four times as many apprentices in 2004 as in 1994. In 2004, there were about 8,000 apprentices in this trade group. Part of this growth is related to the fact that this field has expanded over the years to include a variety of newly established registered apprenticeship programs; for example, set dresser, grip, and assistant cameraperson in the motion picture and theatre sector (Table D.1.2).

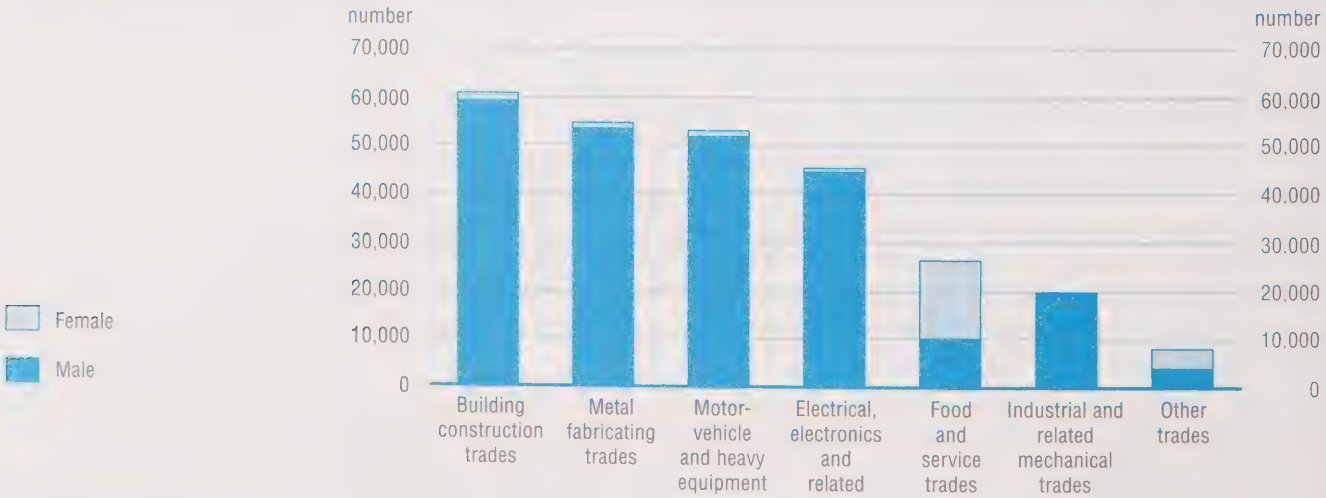
Over the decade, the total number of registered apprentices increased in all provinces except New Brunswick, where the number fell 13% to about 4,400 apprentices (Table D.1.1). Over half of all apprentices in 2004 were registered in Ontario (35%) and Quebec (23%), with another 20% in Alberta, and 10% in British Columbia. The proportion of registered apprentices in Ontario and Quebec is in line with their share of the population.[3] In contrast, Alberta enrolled 20% of all registered apprentices but accounted for only 10% of the population. Furthermore, Alberta's share of all registered apprentices in Canada increased by 3 percentage points, from 17% in 1994. The higher concentration of apprentices in Alberta relative to its population is coincident with good economic conditions and a booming mining, oil and gas extraction industry in that province.[4] British Columbia accounted for 13% of the population of Canada in 2004, but for only 10% of all registered apprentices (Table D.1.1).

As was the case in Alberta, the number of registered apprentices in Newfoundland and Labrador and Manitoba grew at a faster rate than the Canada average over the decade, and as a result they enrolled a higher share of all registered apprentices in 2004 than in 1994.

Between 1994 and 2004, the proportion of female registered apprentices in all trades increased from 6% to 9%. The only fields in which women have a substantial representation are the food and service trades and the other trades field. In 2004, women accounted for 62% and 51%, respectively, of all apprentices in these fields (Chart D.1.1 and Table D.1.2).

Chart D.1.1

Number of registered apprentices, by sex and major trade group, Canada, 2004



Source: Table D.1.2.

In 2004, half of the 267,800 registered apprentices in Canada were in their twenties, one-quarter were between the ages of 30 and 39, and another 17% were 40 or older (Table D.1.3). Although apprentices under age 20 represented only 7% of all registered apprentices in 2004, the number of registered apprentices in this age group was four times higher than in 1994. The number of registered apprentices aged 40 or older also posted substantial rates of growth and their representation among all registered apprentices grew from 11% in 1994 to 17% in 2004.

College enrolment

This section provides information on the number of full-time students enrolled in public colleges and institutes, as well as their gender profile in the 2003/2004 and 2004/2005 academic years.[5] The source of enrolment information for these two years is a provisional survey of the ministries and departments of education in Canada, conducted by Statistics Canada, in which jurisdictions report summary information on enrolment in, and graduates of, public colleges and institutes.[6] For jurisdictions where these data are not available in existing databases, data are either obtained directly from the colleges or are generated from data originally submitted to Statistics Canada for the Postsecondary Student Information System (PSIS). A longer time series of data on enrolment in public colleges and institutes is dependent on the possibility of producing historical revisions to the college data that have been traditionally collected by Statistics Canada from individual student records using PSIS and its precursors (see 2007 PCEIP Handbook for more information about these data sources).

In the 2004/2005 academic year, the total number of full-time students enrolled in public colleges and institutes in all jurisdictions was about 514,000, fairly stable from the previous academic year (Table D.1.4). Students registered in any program that is eligible for academic credit in a diploma or certificate program or in a university transfer program are included in the data. More specifically, these programs include career-technical, university transfer, university-college, pre-employment and pre-apprenticeship vocational programs, as well as the in-class portion of apprenticeship programs.

Women comprise less than half of all full-time students in public colleges and institutes in five jurisdictions. This differs from the situation in universities in all jurisdictions where women account for the majority of students, particularly at the undergraduate level. In 2004/2005, the percentage of women among all full-time students in public colleges and institutes ranged from 39% to 45% in Newfoundland and Labrador, Prince Edward Island, New Brunswick, Manitoba, and Alberta, but was 50% or more in all other jurisdictions (Table D.1.4). To some extent, the lower representation of women among full-time students in public colleges and institutes may be related to their traditionally lower representation in skilled trades. Examining the percentage of women by type of program would help to develop a better understanding of the makeup of the full-time student body in public colleges and institutes. The lower percentage of women in public colleges and institutes may also be related to the increasing enrolment of women in university.

University enrolment

Between 1994/1995 and 2004/2005, undergraduate enrolment at Canadian universities increased 19%, rising from 658,300 students to 785,700, with most of this growth occurring since the latter part of the 1990s. Full-time students are the drivers behind this growth as their numbers have grown 28% since 1999 to a record 631,900 students in 2004/2005. In contrast, part-time enrolment at the undergraduate level decreased 11% to 155,300 students between 1994/1995 and 1999/2000, and since then has remained at this lower level (Table D.1.5).

Over the decade, all provinces registered an increase in the number of full-time undergraduate students. Since 1999/2000, Ontario and Manitoba have posted growth rates in excess of 40% (representing an additional 86,700 students in Ontario and an additional 7,400 in Manitoba). In Ontario, part of this enrolment growth is explained by the double cohort,[7] which led to large increases in enrolment in 2002/2003 and 2003/2004 (although other provinces also attracted students from Ontario). Comparatively speaking, Saskatchewan, Newfoundland and Labrador, and New Brunswick have posted the lowest rates of growth since 1999/2000: 6%, 9%, and 11%, respectively (Table D.1.5).

Unlike the picture at the Canada level, part-time undergraduate enrolment in Alberta increased 50% between 1994/1995 and 1999/2000, but these gains were wiped out by subsequent declines. Part-time enrolment in British Columbia increased along with full-time enrolment over the decade, but at a slower rate. Since 1999/2000, the number of part-time undergraduates has also risen in Prince Edward Island and Saskatchewan (Table D.1.5).

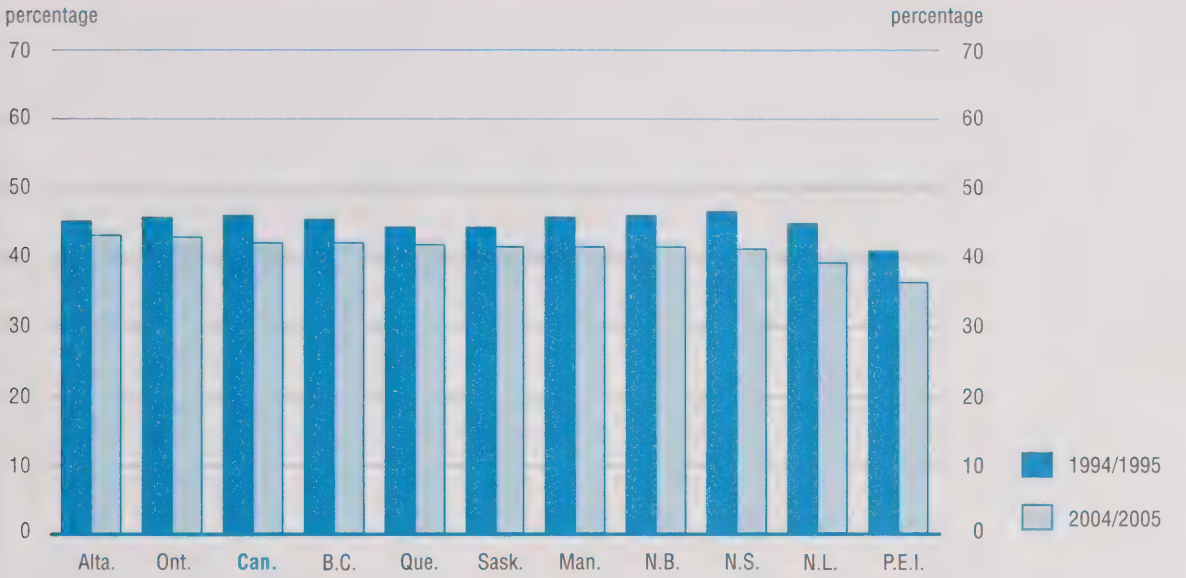
In 2004/2005, there were 148,700 graduate students in Canada. This represents an increase of 32% over the decade, a faster rate of growth than at the total undergraduate level. Most of this increase has occurred since the latter part of the 1990s. As is the case at the undergraduate level, the majority of graduate students (71%) are studying on a full-time basis. However, unlike the decrease shown at the undergraduate level, the number of graduate students pursuing their studies on a part-time basis has increased 13% since 1994/1995 (Table D.1.5).

Total graduate enrolment experienced significant growth over the decade in all provinces except Manitoba and Saskatchewan, where it was more or less stable. Unlike the decline in part-time students at the undergraduate level, part-timers at the graduate level increased 13% between 1994 and 2004. Over this period, Newfoundland and Labrador, Nova Scotia, Alberta, and British Columbia had the highest rates of growth in part-time graduate enrolment. In these four provinces, the number of part-time graduate students grew throughout the decade, even during the mid-1990s when enrolment at this level had shown a mild decline at the Canada level (Table D.1.5).

Women have constituted the majority in full-time undergraduate studies for some time, and now their enrolment at the total graduate level is equal to that of men. Since 1994/1995, men's share of full-time undergraduate enrolment has decreased from 46% to 42% (Chart D.1.2 and Table D.1.6). Men's share of graduate enrolment dropped from 56% to 51% over the same period. Decreases in the percentage of male students at the full-time undergraduate and total graduate levels are found in all provinces. (For information on the distribution of male and female graduates by level and field of study, see Chart D.2.4, Tables D.2.6, D.2.7, and D.2.8, and related text.)

Chart D.1.2

Percentage of males among full-time undergraduate enrolment, Canada and provinces, 1994/1995 and 2004/2005



Source: Table D.1.6.

Endnotes

1. See Statistics Canada and Council of Ministers of Education, Canada. 2003. Education indicators in Canada: Report of the Pan-Canadian Education Indicators Program. Catalogue no. 81-582-XIE. Ottawa, available at www.statcan.ca or www.cmec.ca. The program of electronic updates to PCEIP will post updated tables for the trade-vocational level once new data become available; see www.statcan.ca or www.cmec.ca.
2. Prasil, Sandrine. 2005. "Registered Apprentices: The Class of 1992, a Decade Later." Culture, Tourism and the Centre for Education Statistics — Research Papers, Statistics Canada Catalogue number 81-595-MIE-Number 035.
3. The source of population data used in this section is Statistics Canada, CANSIM, table 051-0001. Accessed at www.statcan.ca on June 5, 2007.
4. Prasil, Sandrine. 2005. "Registered Apprentices: The Class of 1992, a Decade Later." Culture, Tourism and the Centre for Education Statistics — Research Papers, Statistics Canada Catalogue number 81-595-MIE-Number 035.
5. Part-time enrolment data is not reported on in this publication because discrepancies in the data reporting were still being resolved between Statistics Canada and the jurisdictions.
6. In this data collection, Statistics Canada asked the ministries and departments of education to report the aggregate numbers of students enrolled, broken out by available variables. This is in contrast to other enrolment and graduates surveys conducted by Statistics Canada in which they obtained this data based on individual student records that are maintained by public colleges and institutions.
7. Following a major change in policy, 2002/2003 was the last year for grade 13 in Ontario. One immediate consequence of this change was the "double cohort" of students entering the postsecondary system in 2003/2004. The double cohort comprised the last graduating class from the old system with the extra year and the first graduating class from the new system.

Postsecondary completions and graduation rates

D2

Context

This indicator presents trends in completions for registered apprenticeship programs, college diploma and certificate programs, and university degrees, by sex. Graduation rates are also provided at the university level by sex and field of study.

Graduation from postsecondary education expands ones social, in addition to economic, potential. Trends in postsecondary completions and graduation rates offer insights into the response of Canadian education systems to changes in the demand for skills in the labour market. This indicator covers a spectrum of postsecondary programs, from theoretical and research-based graduate programs at the university level to practical, job-related apprenticeship training.

The balance between male and female graduates is one measure of equity, and information is presented here on the relative percentages of male and female graduates from registered apprenticeship, college, and university programs.

Previous editions of PCEIP rounded out the postsecondary picture by including data on the trade-vocational sector. At the time of writing this report, no data beyond those presented in the 2003 PCEIP Report were available for this level; hence, they are not presented here.

Findings

Registered apprenticeship training

The apprenticeship branches of provincial and territorial governments reported 19,700 individuals completing registered apprenticeship programs in 2004, up 17% from 1994 (Table D.2.1). The number of completers increased in all major trade groups, with the "other trades" group, metal fabricating, and industrial and related mechanical trades showing the highest growth rates over the decade (42%, 34%, and 22%, respectively) (Table D.2.2). The "other trades" group is small in terms of the absolute number of completers (355 in 2004) but it showed one of the fastest growth rates over the decade. In part, this is owing to its expansion over the years to include a variety of the newly established registered apprenticeship programs. Examples of some of the trades included in this category are child and youth worker and early childhood educator, as well as set dresser and assistant cameraperson.

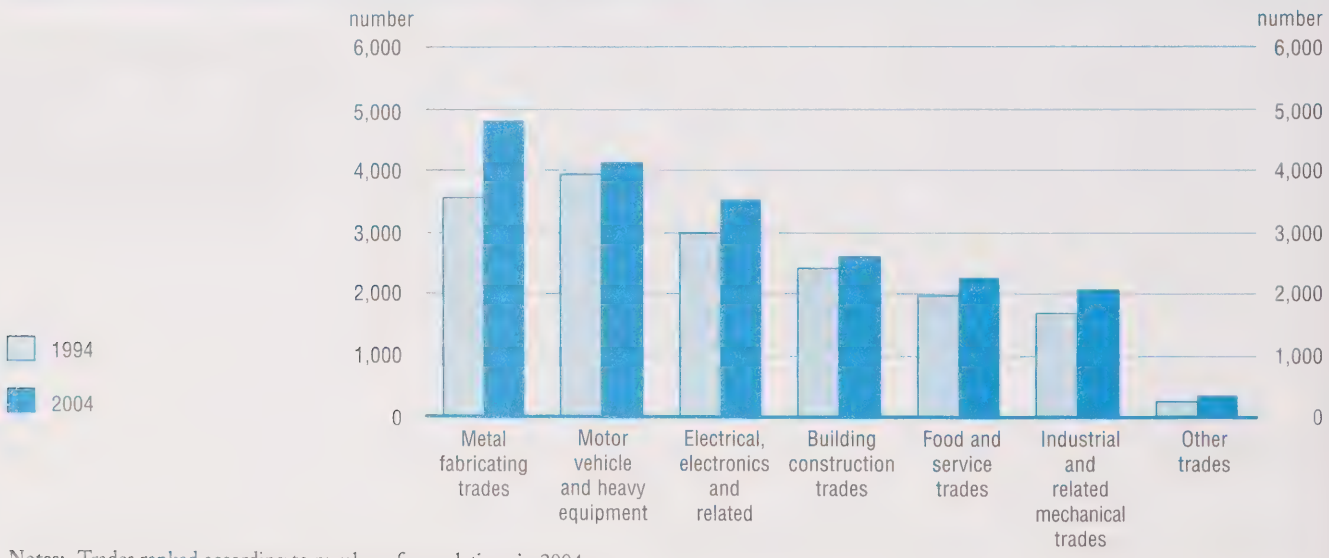
The two largest trade groups in 2004 were the metal fabricating trades and motor vehicle and heavy equipment trades, each accounting for 24% and 21% of that year's completers, respectively (Chart D 2.1 and Table D.2.2).The metal fabricating trades contributed 42% of the total increase in apprenticeship completers between 1994 and 2004, followed by electrical, electronics, and related, which accounted for 18% of the overall increase in completers.

Between 1994 and 2004, the number of individuals completing registered apprenticeship programs increased in all jurisdictions, with the exception of Newfoundland and Labrador (down 19% or 45 completers), New Brunswick (down 13% or 80 completers), and British Columbia (down 34% or 980 completers) (Table D.2.1).

The food and services and "other trades" groups were the only trades where the majority of completers were women, 76% and 54% of completers respectively in 2004. All other trades are still overwhelmingly male dominated; furthermore, the percentage of women completers in these trades was fairly similar in 2004 to what it was a decade earlier. Overall, the proportion of women among registered apprenticeship graduates rose from 9% to 11% between 1994 and 2004 (Table D.2.2).

Chart D.2.1

Registered apprenticeship completions, by trade group, Canada, 1994 and 2004



Notes: Trades ranked according to number of completions in 2004.

Source: Table D.2.2.

College graduations

This section provides information on the number of students who graduated from public colleges and institutes in 2003/2004 and 2004/2005, by the type of credential granted and sex. The source of these data is a provisional survey of the ministries and departments of education in Canada, conducted by Statistics Canada, in which jurisdictions report summary information on graduates of public colleges and institutes.[1] For the jurisdictions where these data are not available in existing databases, data are either obtained directly from the colleges or are generated from data originally submitted to Statistics Canada for the Postsecondary Student Information System

(PSIS). A longer time series of data on graduates from public colleges and institutes is dependent on the possibility of producing historical revisions to the college data that have been traditionally collected by Statistics Canada from individual student records using PSIS and its precursors (see 2007 PCEIP Handbook for more information about these data sources).

In 2004/2005, there were 173,000 graduates from public colleges and institutes in Canada, about 2% more than the previous year (Table D.2.5). Graduates are those who graduated or completed the requirements for certificates, diplomas or degrees in the reference year.[2]

In 2004/2005, degree programs in public colleges and institutes were mainly offered in Alberta and British Columbia, where graduates from these programs comprised 5% and 12% of all graduates, respectively (Table D.2.5). These degrees—most being bachelor's degrees in applied programs—are offered by colleges and university colleges.

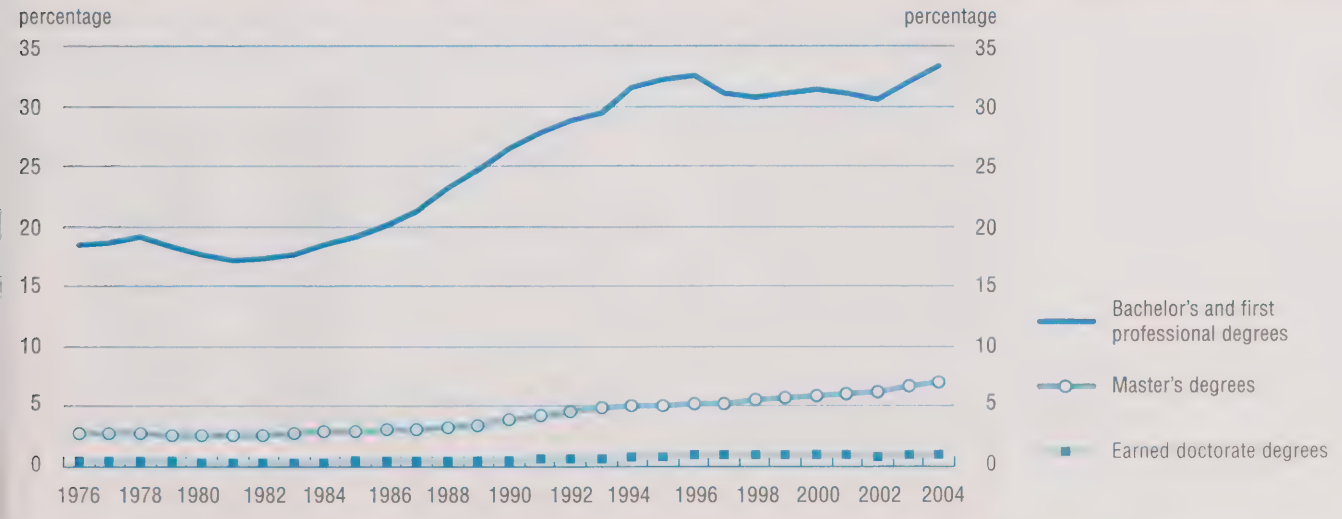
In 2004/2005, women accounted for at least half of all graduates from public colleges and institutes in all jurisdictions, with the exception of Prince Edward Island (41% of the graduate body) and New Brunswick (43%).

University degrees

In 1976, the graduation rate from bachelor's and first professional degree programs for Canada as a whole was 18%. Graduation rates rose steeply in the 1980s, reaching 28% by 1991. The rate climbed to a peak of 33% in 1996, after which it slipped to about 31% for the rest of the decade and into the early part of the 2000s. In 2004, the graduation rate from bachelor's and first professional degree programs had regained the previous high of 33% (Chart D.2.2 and Table D.2.3).

Chart D.2.2

University graduation rates, by level of degree, Canada, 1976 to 2004



Note: Graduation rates were calculated by dividing the number of graduates by the population at the typical age of graduation (age 22 for bachelor's and first professional degrees, age 24 for master's degrees, and age 27 for earned doctorates). Rates include foreign students.

Source: Table D.2.3.

Graduation rates are calculated by dividing the total number of graduates by the population at the "typical" age of graduation, using the population age 22 for bachelor's and first professional degrees, age 24 for master's degrees, and age 27 for doctorates. (This measure should not be confused with a graduation rate that shows graduates as a proportion of enrolment.) The graduation rate of 33% in 2004 means that the number of bachelor's and first professional graduates that year represented 33% of the population aged 22. Obviously, not all students graduate at the "typical" age and only a portion of the population aged 22 is attending university, but this measure provides an indication of involvement in education. (For more information, see 2007 PCEIP Handbook.)

Based on the province of study, Nova Scotia posted the highest bachelor's graduation rate in 2004, at 54%, followed by New Brunswick (39%) and Ontario (38%). The lowest rates were in British Columbia (24%), Alberta (29%), Saskatchewan (30%), and Prince Edward Island (31%) (Chart D.2.3 and Table D.2.4). Graduation rates based on province of study will tend to be higher for provinces with a relatively large number of universities and out-of-province students.[3]

Note that jurisdictional differences related to average age, institutional transfer arrangements, and the types of institution can have a material effect on graduation rates, and care should be exercised in making comparisons. Socio-economic circumstances may also affect graduation rates. In a strong economy, as in Alberta at the moment, high school graduates may choose to defer enrolment in a postsecondary institution in order to take advantage of employment opportunities, while young people from out of the jurisdiction may move there for work, raising the size of the population used to calculate the graduation rate. Finally, jurisdictions with increasing part-time enrolments will have a greater number of students who graduate at a later age than the "typical age" used in calculating the graduation rate here.

From 1976 to 1989, the overall graduation rate at the master's level held steady at 3%. The rate rose rapidly over the next few years and was 5% from 1992 to 1997. Since then it has increased to 7% in 2004 (Chart D.2.2 and Table D.2.4).

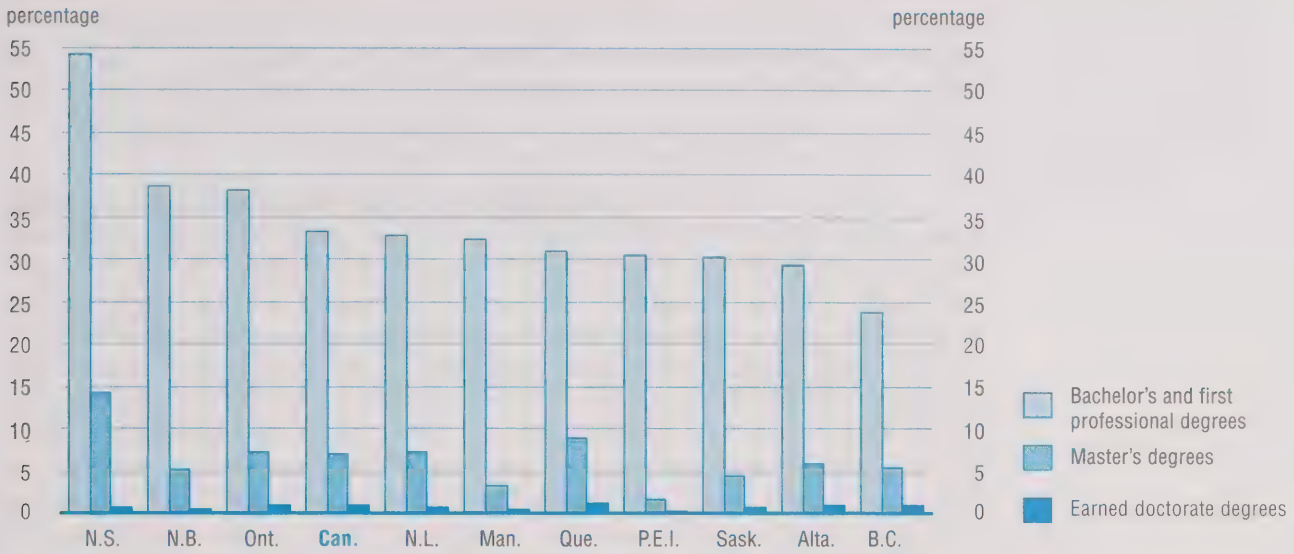
In 2004, master's graduation rates in the provinces ranged from 2% in Prince Edward Island to 14% in Nova Scotia. The rates were higher in 2004 than in 1991 in all provinces, with the exception of Manitoba, where the rate was the same in 2004 as it was in 1991 (3%). Over this period, rates more than doubled in Newfoundland and Labrador (from 2% to 7%), Nova Scotia (from 6% to 14%), and Alberta (from 3% to 6%).

The overall graduation rate for doctoral students stayed almost the same, at 0.4% to 0.5%, from 1976 to 1990, then doubled to 1% by 2004, when about 4,200 doctorates were awarded. Between 1991 and 2004, the graduation rate for doctorates increased in all provinces offering this degree, with the rate at least doubling in Newfoundland and Labrador (rising from 0.3% to 0.6%), New Brunswick (rising from 0.1% to 0.4%), and Quebec (rising from 0.6% to 1.2%). Prior to 1999, Prince Edward Island did not offer earned doctorates (Table D.2.4).

As noted in Indicator D1, between 1994 and 2004, women were the drivers behind enrolment growth in Canadian universities (see Table D.1.5). This trend is reflected in the graduation statistics. In 2004, there were about 31,000 more graduates from Canadian universities than in 1994, with women accounting for three-quarters of this increase. In 2004, women accounted for 60% of graduates compared with 57% 10 years earlier. In all provinces, the majority of 2004 graduates were women; in Prince Edward Island, 67% were women (Table D.2.8).

Chart D.2.3

University graduation rates, by level of degree and province of study, Canada and provinces, 2004

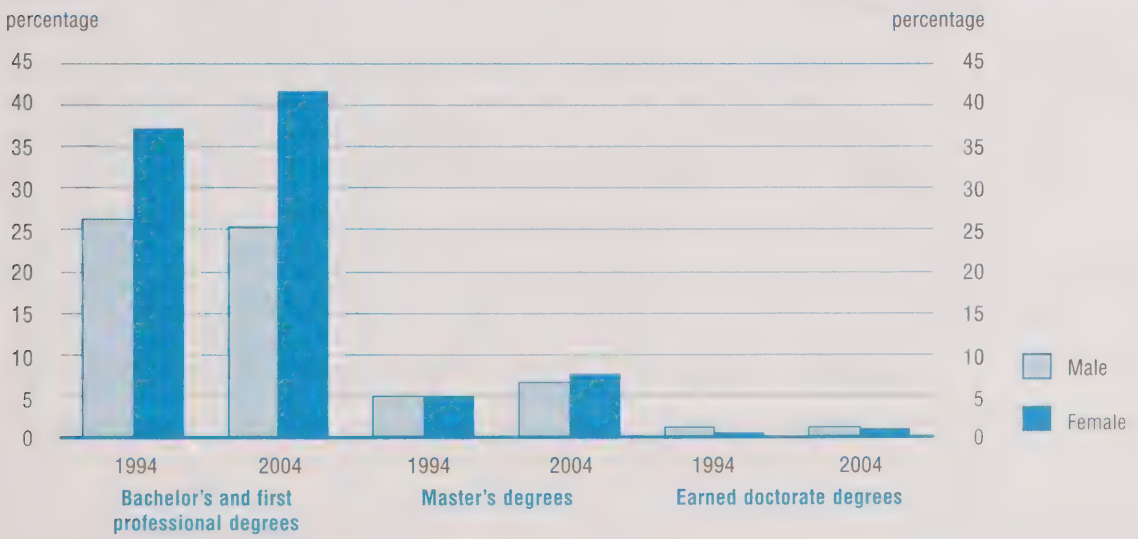


Notes: Provinces are ranked according to bachelor's and first professional degrees graduation rates.
Graduation rates were calculated by dividing the number of graduates by the population at the typical age of graduation (age 22 for bachelor's and first professional degrees, age 24 for master's degrees, and age 27 for earned doctorates). Rates presented in this table include foreign students. The data for British Columbia do not include bachelor's degrees granted by university colleges.

Source: Table D.2.4.

Chart D.2.4

University graduation rates, by level of degree and sex, Canada, 1994 and 2004



Note: Graduation rates were calculated by dividing the number of graduates by the population at the typical age of graduation (age 22 for bachelor's and first professional degrees, age 24 for master's degrees, and age 27 for earned doctorates). Rates presented in this table include foreign students.

Source: Table D.2.6.

Field of study

By 2004, business, management, and public administration had surpassed social and behavioural sciences and law as the field of study with the most graduates in Canada. It accounted for 21% of all university graduates that year. Social and behavioural sciences and law was the second-largest field of study (accounting for 20% of all graduates), followed by education (accounting for 12%) (Table D.2.8). The physical, natural and applied sciences accounted for 23% of graduates in 2004.[4] Social and behavioural sciences and law, and business, management and public administration were the leading fields of study in almost every province.

Although the total number of men graduating from university programs increased between 1994 and 2004, the number of male graduates decreased in several fields of study (Tables D.2.7 and D.2.8). In contrast, the number of women increased in every field of study, except for the humanities and education, where their numbers in 2004 were similar to those in 1994. In the physical, natural, and applied sciences, generally a male-dominated area, women posted a higher growth rate than men (49% as compared with 25%), and this was the case in each of the specific disciplines making up this field of study with the exception of mathematics, computer and information sciences. In 2004 women accounted for only 30% of graduates in mathematics, computer and information sciences (down from 33% a decade earlier). In 2004, women had the lowest representation among graduates in architecture, engineering, and related technologies, where they accounted for 25% of the graduating class that year.

Endnotes

1. In this data collection, Statistics Canada asks the ministries and departments of education to report the aggregate numbers of students enrolled, broken out by available variables. This is in contrast to other enrolment and graduates surveys conducted by Statistics Canada in which they obtain this data based on individual student records that are maintained by public colleges and institutions.
2. Excluded are completers of continuing education programs (unless they lead to a certificate, diploma or degree), part-time trade courses, basic training and skill development, university transfer programs, and provincial apprenticeship programs.
3. Typically, graduation rates are also reported by province of residence. However, many universities did not report that information for their graduates. As a result, comparisons across jurisdictions for graduation rates by province of residence are not available.
4. This broad agglomeration of fields of study consists of the physical and life sciences and technologies; mathematics, computer and information sciences; architecture, engineering, and related technologies; and agriculture, natural resources, and conservation.

University educators

D3

Context

This indicator presents information on the number of university educators, providing breakdowns by age and sex.

The issue of ageing staff is a central concern facing the management of universities. The group of educators who are now preparing for retirement was hired in the 1970s, at a time of significant growth in the postsecondary system. As the youth population declined in the 1980s, slowing enrolment growth meant fewer educators were hired during this period. The large numbers of faculty hired during the 1970s enrolment boom are now retiring or are preparing to do so in the next 5 to 10 years. This has raised the issue of a potential risk of a faculty shortage in Canadian universities. However, other factors may also intervene to affect the need to hire faculty. Indicator A1 shows that the population of 15- to 19-year-olds is expected to decline over the next 5 years, while the population of 20- to 24-year-olds will begin to decline in 2016. While the bulk of the university-going population has traditionally come from these two age groups, these population decreases may not translate into declines in the number of university students, as participation rates also have a bearing on enrolment levels. The growing importance of a university education in a knowledge-based economy and increased accessibility to education may translate into a higher demand for a university education, among both the typical university-age population and other, non-traditional populations. Factors such as funding, the need to address quality issues (e.g., student-faculty interaction, class size), and the increasing demand for university-based research may also have a bearing on faculty hiring.[1]

Male educators have traditionally been in the majority in universities. This indicator examines the balance between males and females, both in terms of age groups and academic rank.

Findings

Number of university educators

The 18% increase in total university enrolment between 1994/1995 and 2004/2005 (Table D.1.5) contrasts with the 6% rise in the overall number of full-time university educators over the same period (Table D.3.1). The number of full and associate professors employed in Canadian universities actually fell 6% and 5%, respectively, over the decade. The rise in the overall number of full-time university educators is the result of a 41% jump in the "other ranks," which captures entry-level assistant professors, lecturers and instructors. By 2004/2005, these educators accounted for 32% of the total full-time teaching faculty, up from 24% in 1994/1995.

Newfoundland and Labrador and Manitoba were the only provinces that saw a decrease in the total number of full-time university educators. All other provinces experienced an increase, with Alberta showing the fastest rate of growth, a 21% increase in the number of full-time educators over the decade (from 3,100 to 3,700 educators). In Quebec, the number of educators was about the same in 2004/2005 as in 1994/1995 (Table D3.1).

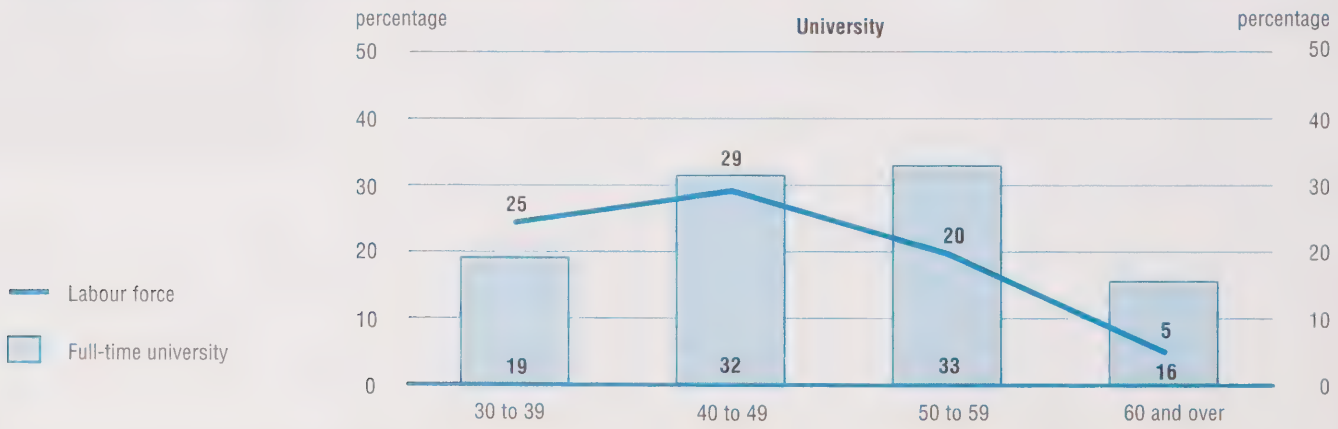
Age of university educators

Since 1999, the age profile of university educators in Canada has changed. In 2004/2005, 19% of educators were 30 to 39 years of age, slightly higher than in 1999/2000 (16%). While the proportion of faculty who were 50 to 59 years of age dropped from 39% in 1999/2000 to 33% in 2004/2005, the proportion aged 60 and over increased from 12% to 16% over this same period. The proportion of university faculty who were 40 to 49 was about the same in 2003/2004 as in 1999/2000.[2] In Canada, the median age of full-time university educators in 2004/2005 was 49.

Full-time university educators are older than the overall labour force (Chart D.3.1).

Chart D.3.1

Age distribution of full-time university educators compared with that of the labour force, Canada, 2004/2005



Note: Age distributions of educators and labour force are calculated as a percentage of the educator and labour force populations aged 30 and over.

Source: Table D.3.3.

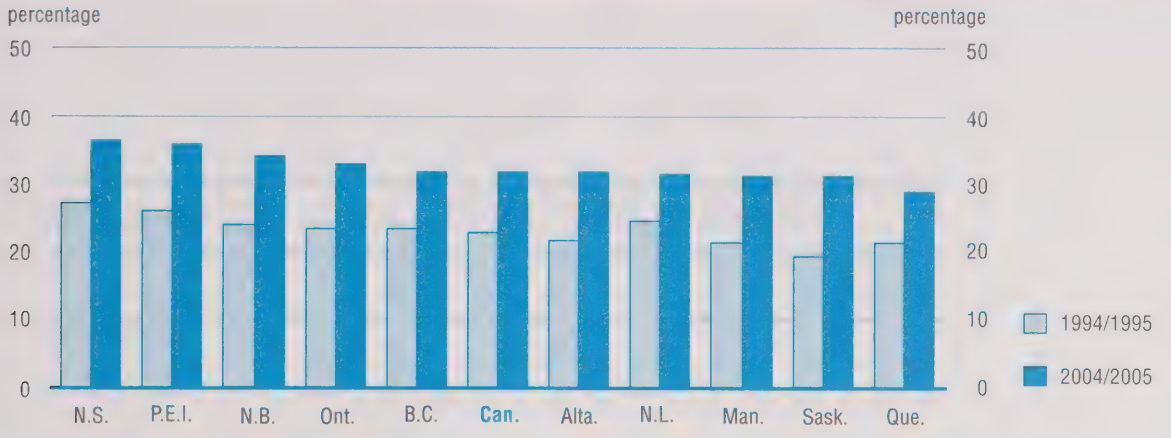
In all provinces, faculty aged 50 or more accounted for about one-third or more of all faculty. Manitoba had a higher percentage of faculty aged 60 and over than any other province (Table D.3.2).

Gender distribution

Women accounted for 32% of all full-time university educators by 2004/2005, up from 23% a decade earlier (Chart D.3.2 and Table D.3.1).

Chart D.3.2

Female educators as a percentage of full-time university educators, Canada and provinces, 1994/1995 and 2004/2005



Note: Provinces ranked by percentage in 2004/2005.

Source: Table D.3.1.

There were fewer women at higher ranks, with women accounting for 19% of full professors, 35% of associate professors, and 44% of other ranks. Nevertheless, the percentage of women among full professors almost doubled in the 10-year period. In 2004/2005, the percentage of women among full professors ranged from 15% in Newfoundland and Labrador to 24% in Prince Edward Island. In all provinces, the proportion of female faculty increased, with the largest increases occurring in Prince Edward Island (24 percentage points) and Saskatchewan (12 percentage points).

Salary of full-time university educators

Between 1994/1995 and 2004/2005, average salaries of university faculty increased 4% to about $87,000 (measured in constant 2001 dollars) (Table D.3.4). Differences across provinces reflect, in part, variation in the distribution of faculty across fields of study, as well as in the proportion of teaching staff with administrative duties. Average salaries are higher for provinces that have higher proportions of faculty in programs like medicine and dentistry and that rely to a greater extent on teaching faculty with administrative duties. Differences may also reflect the higher salaries that some universities may have to pay in order to attract and or retain candidates from the private sector.

The gender gap in earnings narrowed slightly as the average salary of female educators rose from 84% of that of male educators in 1994/1995 to 87% in 2004/2005. The gender gap within academic ranks showed little change over the decade: women in full professorships and in other ranks earned approximately 95% of what their male counterparts earned, and women in associate professorships earned 97% of what men earned. Much of the overall gender gap therefore stems from the lower representation of women in the higher ranks. The gender gap within ranks is mainly related to the higher representation of men in higher-paying faculties in the sciences, such as medicine, dentistry, computer sciences, and in business.

In 2004/2005, the female-to-male earnings ratio for full professors ranged from 87% in Saskatchewan to 103% in Prince Edward Island, a situation in which women in this rank earn slightly more than men. For associate professors, this ratio was between 94% and 98% in all provinces, except Saskatchewan, where there was no gender gap at this level.

Endnotes

1. Robert J. Giroux. "Looking down the road by the numbers: Challenges to universities in the next 10 years." Policy Options, September 2003, 10-14.
2. The source for the 1999 data is the 2003 PCEIP Report: Statistics Canada and Council of Ministers of Education, Canada. 2003. Education indicators in Canada: Report of the Pan-Canadian Education Indicators Program. Catalogue no. 81-582-XIE. Ottawa.

Research and development

Context

This indicator presents contextual, financial, and output information for university research and development (R&D).

R&D, along with teaching and community service, is a traditional function of universities. Systematic, scientifically based investigation is conducted by university faculty and is an integral part of student training. This work can then be built on to develop market-ready products and processes. Universities play an important role in the R&D system in Canada. At the pan-Canadian level, the university sector is the second-largest contributor of R&D after business. In most provinces, universities represent the primary source of such efforts.

Specific issues facing each province in relation to university R&D vary, but common threads include finding mechanisms to fund both the direct and indirect costs of research; supporting the supply and retention of highly qualified researchers; transferring new ideas and knowledge from the university sector into the public and commercial domains; and supporting the research capacity of smaller universities.

D4

Findings

R&D as a sector, and within universities

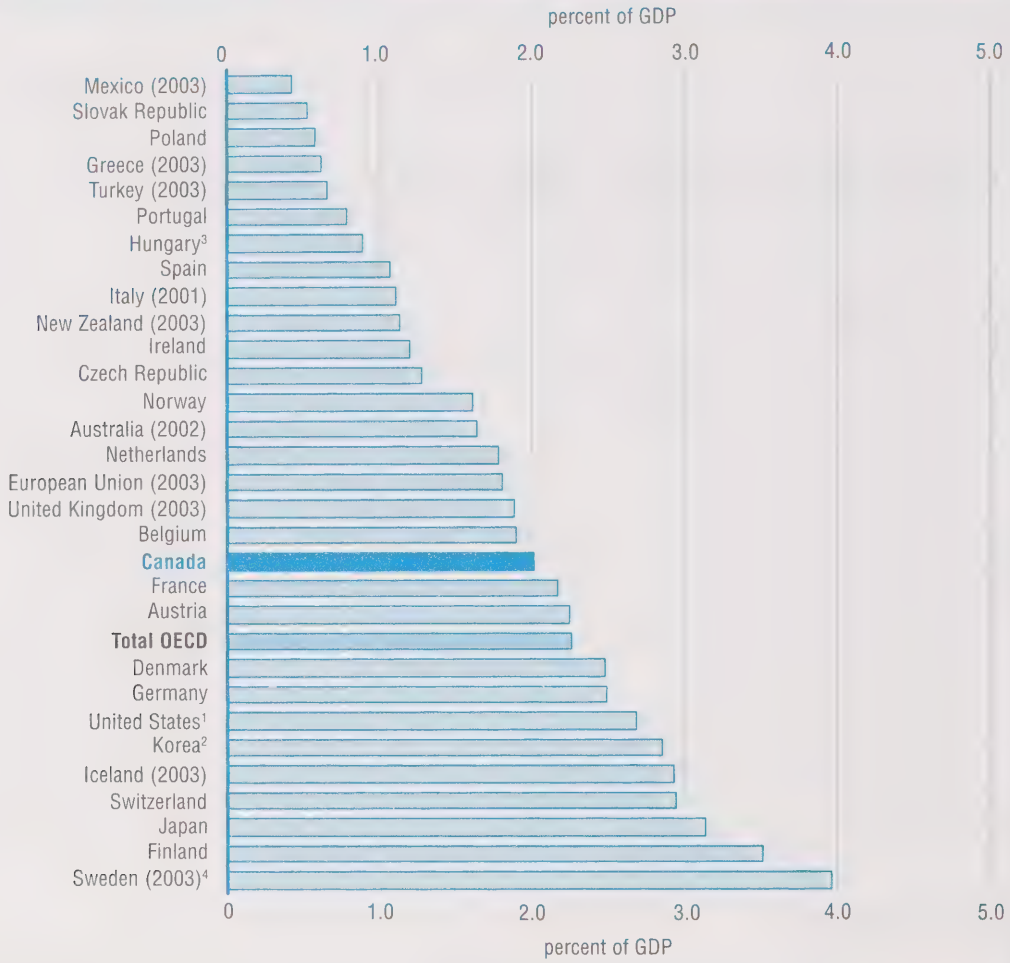
In 2004, Canada conducted $24.2 billion worth of R&D (in real 2001 dollars). This is close to double the amount of R&D (+93%) conducted in 1991. After rising in the mid- to late 1990s, the amount of R&D conducted in Canada was stable between 2002 and 2003, but posted a 4% increase the following year (Table D.4.4).

R&D intensity is one measure that is commonly used to compare the level of effort different jurisdictions put toward R&D, and it is measured as the ratio of R&D expenditures to gross domestic product (GDP). In 2004, Canada spent 2.0% of GDP on R&D. Despite the increasing amount of R&D conducted in Canada, the ratio of R&D to GDP for Canada has remained stable since 2000, but was 0.4 percentage points higher than in 1991 (Table D.4.2).

In comparison, OECD countries, on average, spent 2.3% of their GDP on R&D in 2004. That year, Canada placed 12th among all OECD countries in R&D intensity, slipping slightly from 11th place in 2002 (as reported in 2005 PCEIP Report) (Chart D.4.1 and Table D.4.1).

Chart D.4.1

Total domestic expenditures on R&D as percentage of GDP, Canada in relation to all OECD countries, 2004 (or latest available year)



1. Excludes most or all capital expenditures.
2. Excludes R&D in the social sciences and humanities.
3. Defence excluded (all or mostly).
4. Underestimated.

Source: Table D.4.1.

Among the jurisdictions, the ratio of R&D expenditures to GDP was highest in Quebec (2.7%) and Ontario (2.3%) (Chart D.4.2 and Table D.4.2). Since 2000, this ratio has remained more or less stable in all jurisdictions.

Universities account for a large share of Canada's R&D activity. In 2004, they accounted for slightly more than one-third of all R&D in Canada, second to the business sector which accounted for more than half of all R&D. In comparison, the federal and provincial governments together accounted for about 9% (Table D.4.3).

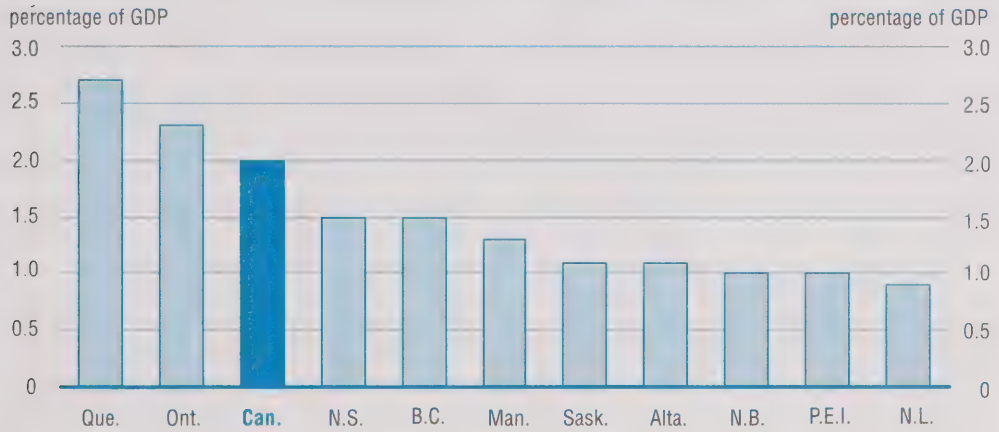
In all but four provinces, the university sector was the single largest contributor to R&D in 2004, accounting for between 33% and 68% of total R&D activity. In Quebec, Ontario, and British Columbia, business was the single largest R&D-performing sector; however, in each of these provinces, universities accounted for

about one-third of R&D. In Alberta, universities and business each contribute about 40% of R&D. The federal government is the largest R&D performer in the territories (Table D.4.3).

In all provinces, universities play a comparatively larger role in total R&D activity than do their counterparts in other G-7 countries (except Italy) and leading OECD countries. Among the G-7, other than Canada and Italy, universities accounted for between 13% (Japan) and 21% (United Kingdom) of total R&D, while among the top three OECD R&D-performing countries, they accounted for between 20% and 22%. In the United States, Canada's closest economic competitor, universities accounted for 14% of R&D (Table D.4.3).

Chart D.4.2

Total domestic expenditures on R&D as a percentage of GDP (national or provincial), Canada and provinces, 2004



Source: Table D.4.2.

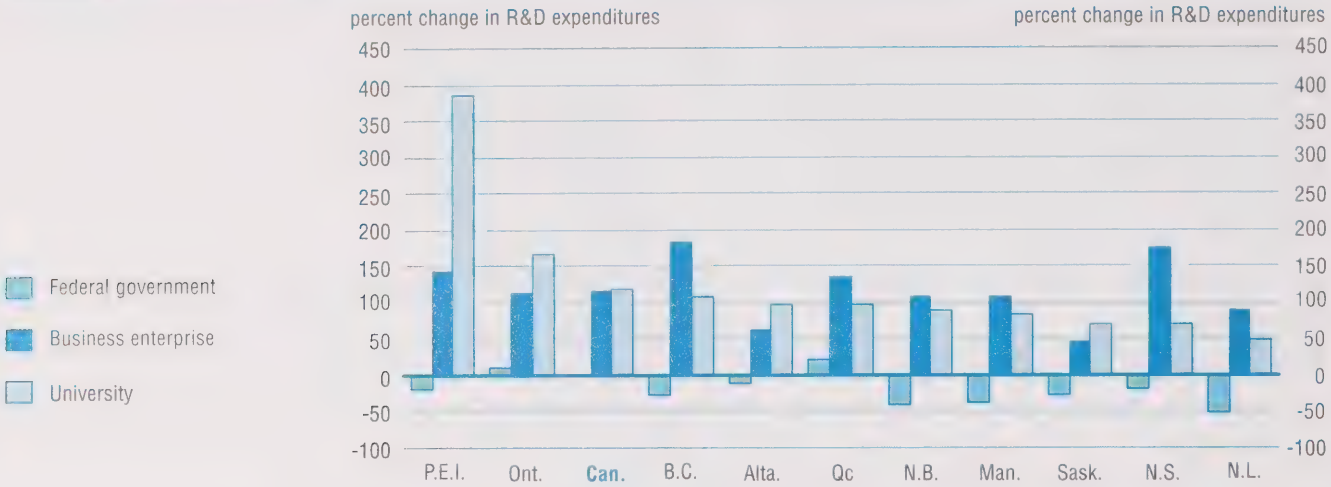
Within a province's overall R&D activities, the role played by universities depends on many factors. Chief among these are the province's involvement in R&D in general; the importance of other R&D sectors such as industry (which in turn is often tied to the structure of the economy); the distribution of R&D among basic research, applied research, and development; and levels of academic research funding.

R&D contributed by universities

In 1991, universities across Canada contributed $3.8 billion (in real 2001 dollars) worth of R&D. By 2004, R&D in the university sector more than doubled to $8.4 billion. The annual rate of growth in university R&D slowed somewhat in 2003 and 2004 to 6% and 8%, respectively, compared with an average rate of growth in the first two years of the millennium of 13%. In comparison, R&D carried out in the business sector, the largest R&D performing sector in Canada, grew by 115% over the decade and into the early 2000s, then fell slightly in 2003 (-2%) from the previous year, after which this loss was recouped in 2004 (+2%) (Table D.4.4).

Chart D.4.3

Percentage change in R&D expenditures contributed by sector, Canada and provinces, 1991 to 2004



Note: Que. and Ont. figures exclude federal government expenditures allocated in the National Capital Region. Expenditures contributed by the provincial governments and private non-profit sector are not shown here because of the relatively smaller role that they play in conducting R&D in Can. Provinces are ranked by percentage change in university expenditure.

Source: Table D.4.4.

All provinces registered increases in the amount of R&D contributed by universities over the 1990s and into the 2000s. However, in 2004, most provinces remained rather stable in the amount of R&D provided by their universities or posted a slight decline compared with the previous year. The exception was Ontario where university R&D increased 18% in 2004 from the previous year to total $3.6 billion (in real 2001 dollars) (Chart D.4.3 and Table D.4.4).

Sources of funds for university R&D

Universities are the largest financial supporters of their own research, accounting for 46% of funding from all sources in 2004. Funds from the universities mainly cover the indirect costs of R&D and faculty salaries that are not covered by external funding. The second and third largest funding sources are the federal government, through sponsorship of university R&D (accounting for 26% of university R&D funding) and provincial governments (12%). In 2004, business accounted for just 8% of university R&D funds (Table D.4.5).

The two revenue streams supporting university financing of their own research activities include general university funds—essentially block grants that can be used to support R&D activity—and universities' own revenue sources—revenue generated by the university from the sale of goods and services other than direct sponsorship of R&D (see 2007 PCEIP Handbook for further explanation of these categories of funding, as well as the glossary entry for sources of funds for university R&D).

The use of universities' own revenue sources for funding their R&D increased more than threefold between 1991 and 2004, from half a billion dollars in 1991 to $1.7 billion in 2004 in real 2001 dollars. As a result, universities' own revenue sources accounted for 14% of total university R&D funding in 1991, then increased to 22% in 2000, and has since remained, more or less, at this level. Between 1991 and 2004, general university funds as a source of funding of R&D grew by less than the average for all sources of funds (41% for general university funds as compared with 119% for all funding sources) and thereby went from accounting for 39% of total funding in 1991 to 25% in 2004 (Table D.4.5).

The federal government, through sponsorship of R&D, contributed $2.2 billion of funding in 2004 (in real 2001 dollars). Federal sponsorship more than doubled (+129%) between 1991 and 2004. However, it had decreased through the mid-1990s with reinvestment beginning in 1997 through the granting councils and the introduction of new initiatives such as the Canada Foundation for Innovation. Since 2000, the federal government's share of university R&D funding has increased slightly from 22% to 26% (Table D.4.5).

Funding from the business sector for university R&D activities increased by about two and a half times between 1991 and 2004. Since 2000, the absolute amount of university R&D dollars funded by business has increased slightly, but their share of funding has decreased slightly from 10% to 8%.

Funding trends differ by province (Table D.4.5). Universities in all provinces are the single largest sources of funds for their own research, ranging from 63% of university R&D funding in Prince Edward Island to 39% in Alberta in 2004. Universities in the Atlantic provinces relied proportionately more on their own funding than did universities in the rest of Canada. In Alberta, universities fund a smaller share of their own R&D than do universities in other provinces; however, this is countered by a larger contribution, proportionally speaking, from the provincial government. This is likely tied to the substantial revenues of the provincial government, and in turn related to the economic situation in Alberta.

Literacy

Context

This indicator examines patterns in the distribution of literacy skills among the Canadian population aged 16 and over.

Literacy skills have never been more important to national economies. Information and communications technology, as well as globalization, are forcing economies into a growing reliance on versatile and highly literate workers. Literacy skills are also essential for individuals to realize their full economic and social potential, and are the foundation upon which people acquire additional knowledge and skills throughout adulthood. Finally, literacy skills are strongly associated with individual outcomes in multiple facets of life, such as work, education, home and the community. Inadequate proficiencies in literacy thus increase the risk of exclusion for specific societal groups.

D5

International Adult Literacy and Skills Survey (IALSS)

Literacy skills of Canadians were assessed through the International Adult Literacy and Skills Survey (IALSS) conducted in 2003. More than 23,000 individuals aged 16 and over from across the ten provinces and three territories participated, a sufficient number to provide accurate estimates for all of Canada's jurisdictions. Moreover, the sample of Aboriginal people living in urban areas in Manitoba and Saskatchewan, and in selected communities in the territories, was large enough to provide estimates for those groups. While IALSS data are not representative of the total Aboriginal population in Canada, they nevertheless provide a unique opportunity to examine the literacy proficiency of a portion of the Aboriginal population in Canada.

IALSS assessed adult literacy across four domains: **prose** (skills needed to understand ordinary texts, such as news stories, brochures, and instruction manuals), **document** (skills needed to understand forms or graphics, such as job applications, maps, and timetables), **numeracy** (mathematical skills), and **problem solving** (planning and reasoning skills).

In each domain, Level 1 denotes the lowest proficiency level and Level 5 denotes the highest proficiency level. Since only a small proportion of the population actually reached level 5, whenever results are presented by proficiency level, levels 4 and 5 are combined.

Level 3 literacy proficiency is generally considered as the "desired" threshold of competence for being able to cope with the increasing skill demands of today's knowledge-based economy. Indeed, in developed countries, performance at Level 3

or above is generally associated with a number of positive outcomes, such as better economic success and independence, as well as improved opportunities for lifelong learning.[1] Individuals at Levels 1 and 2 of literacy proficiency, on the other hand, typically have not yet mastered the minimum foundation needed to attain higher levels of performance in society.[2]

Findings

Incidence of high and low proficiency in Canada

At the pan-Canadian level, just over half (52%) of the adult population aged 16 and over in 2003 had levels of prose literacy proficiency at Level 3 or above. There thus remain a fairly large proportion of Canadian adults who show low levels of literacy: 48% performed at Levels 1 or 2 on the prose literacy scale. These individuals are likely to face real challenges in coping with the emerging skill demands of a knowledge-based economy.

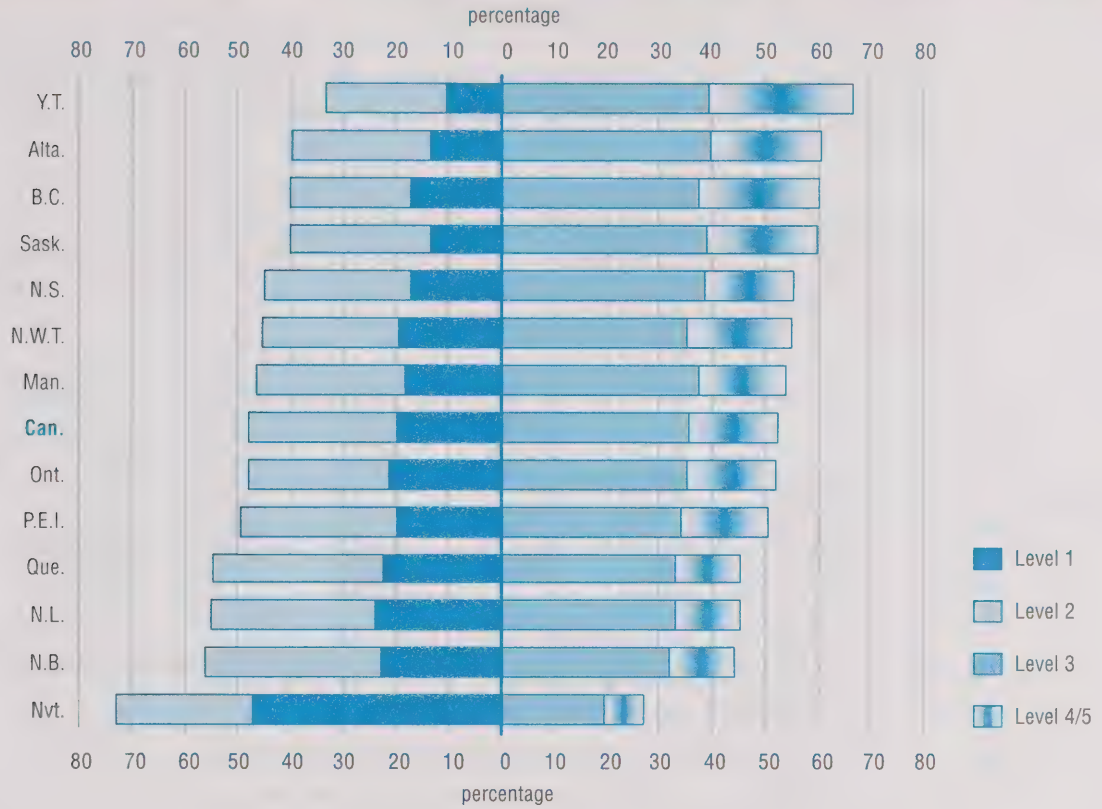
Average proficiency scores of provinces and territories

Literacy in Canada is not uniformly distributed. Saskatchewan, Alberta, British Columbia, and the Yukon are the four jurisdictions where average proficiency scores were found to be consistently above the Canadian averages across all four domains measured in IALSS 2003. On the other hand, average proficiency scores in Newfoundland and Labrador, New Brunswick, and Nunavut were found to be consistently below the Canadian average. In Quebec, the average scores for prose and document proficiency were below the Canadian averages, while for the numeracy and problem solving proficiencies there were no significant differences (Table D.5.1).

When looking at the proportions of the adult population aged 16 and over at each level of the prose proficiency scale, Newfoundland and Labrador, New Brunswick, Quebec, and Nunavut clearly have a significant proportion of their adult population at risk of not being able to fully reach their social and economic potential. The proportion of individuals scoring below Level 3 on the prose proficiency scale is around 55% in the three provinces; in Nunavut this proportion reaches 73% (Chart D.5.1 and Table D.5.2).

Chart D.5.1

Percentage of population at each prose proficiency level, population aged 16 and over, Canada and jurisdictions, 2003



Note: This chart contains certain estimates with relatively high coefficients of variation. Please see Table D.5.2 for more details.

Source: Table D.5.2.

The factors associated with literacy proficiencies are multiple and they interact in complex ways. Following are potential explanations for the particularly high proficiency scores of the Yukon and the particularly low average proficiency scores of Nunavut.

The Yukon has the highest average proficiency scores in all four literacy domains, as well as the highest proportion of the adult population scoring at Levels 3, 4, and 5 (67%) on the prose literacy scale. Data from the 2001 Census of Canada and the 2003 Yukon Labour Force Survey show that when compared to Canada as a whole, the population in the Yukon is more concentrated in the 25-to-54 age group and in management, social science and government occupations. These ages (especially the 46-to-55 age group) and types of occupations have been found to be associated with higher literacy performance.

The overall lower average literacy scores and lower proportion of adults at Level 3 or above on the prose literacy scale in Nunavut can be explained by the fact that IALSS assessments were conducted solely in English or French. The mother tongue of over 60% of respondents in Nunavut is neither English nor French but Inuktitut. Furthermore, over half of the Nunavut respondents use Inuktitut on a daily basis. Since IALSS measures literacy of respondents in English or French, it does not

provide an accurate profile of the effective competencies of the population in Nunavut. For a majority of respondents in this jurisdiction, IALSS results are more an indicator of their proficiencies in a second language, especially for older age groups.

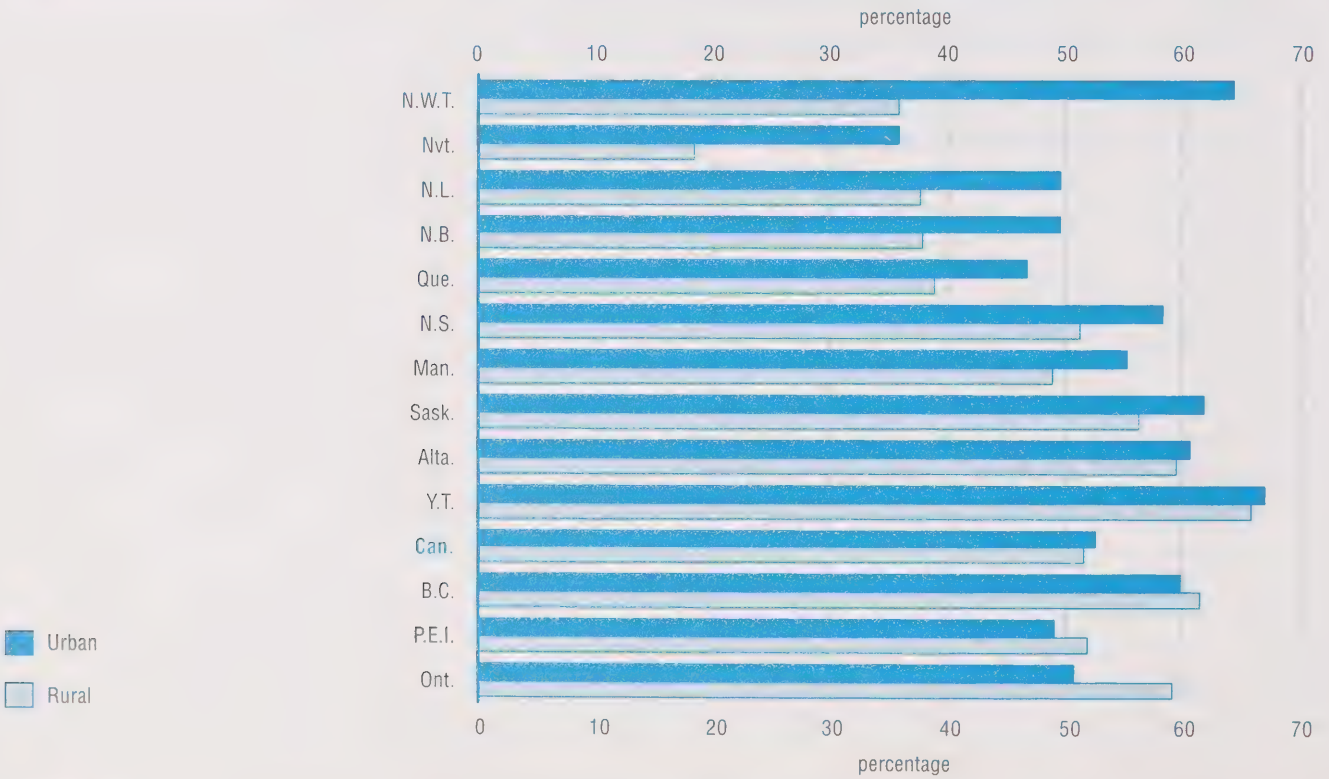
Urban and rural populations

At the pan-Canadian level, the proportion of adults at each level of the prose literacy scale did not differ noticeably between the urban and the rural populations (Table D.5.2).

At the jurisdictional level, the largest differences between the urban and the rural populations were found in Newfoundland and Labrador, New Brunswick, the Northwest Territories, and Nunavut, where the proportion of the population at or above Level 3 was at least 12 percentage points higher in the urban than in the rural populations (Chart D.5.2 and Table D.5.2).

Chart D.5.2

Proportion of the urban and the rural populations at or above Level 3 for prose proficiency, population aged 16 and over, Canada and jurisdictions, 2003



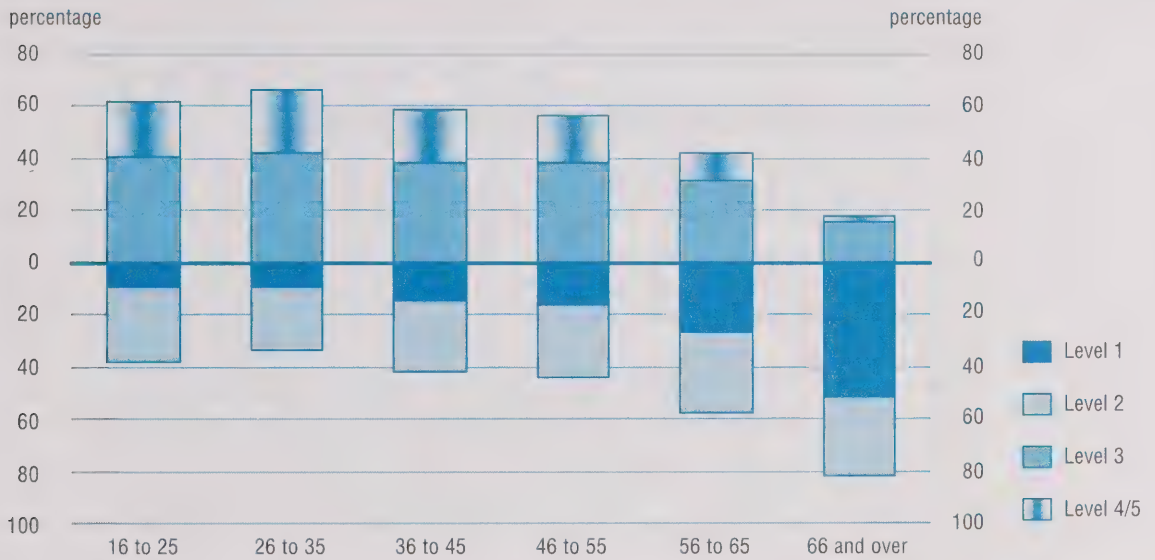
Source: Table D.5.2.

Prose literacy proficiency and age

At the pan-Canadian level, the largest proportion of the population within each age group reached Level 3 on the prose literacy scale—the level considered as the desired threshold for coping in a knowledge-based society. One exception to this pattern was observed among the population aged 66 and over, for whom the largest proportion was found at Level 1 (Table D.5.3).

Chart D.5.3

Distribution of prose proficiency levels, by age group, population aged 16 and over, Canada, 2003



Note: This chart contains certain estimates with relatively high coefficients of variation. Please see Table D.5.3 for more details.

Source: Table D.5.3.

Chart D.5.3 shows that proficiency in prose literacy tends to decrease with age. The largest observed decline occurred between the two oldest age groups. A majority of those aged 66 and over (82%) scored at Levels 1 or 2 on the prose literacy scale, considerably more than the still high percentage (58%) among those aged 56 to 65.

For the younger age groups, the proportion of individuals with prose proficiency levels at Level 3 or above was 62% for 16- to 25-year-olds, 67% for 26- to 35-year-olds, 59% for 36- to 45-year-olds, and 56% for 46- to 55-year-olds.

Across all jurisdictions, more than one-third of individuals aged 16 to 25 have prose proficiency scores below the Level 3 benchmark. This could negatively impact their participation in postsecondary education and their success in the labour market.

Educational attainment and prose proficiency

The contribution of a strong foundation in literacy to educational success is well-known. At the same time, high levels of education should be expected to lead to higher levels of literacy.

At the pan-Canadian level, 78% of the population aged 16 and over with a university degree achieved Level 3 or above for prose proficiency, compared to 22% of those without a high school diploma. Approximately one-third of the population aged 16 and over with a university degree (35%) is at the highest levels of prose proficiency, compared to 4% of the population without a high school diploma (Table D.5.4).

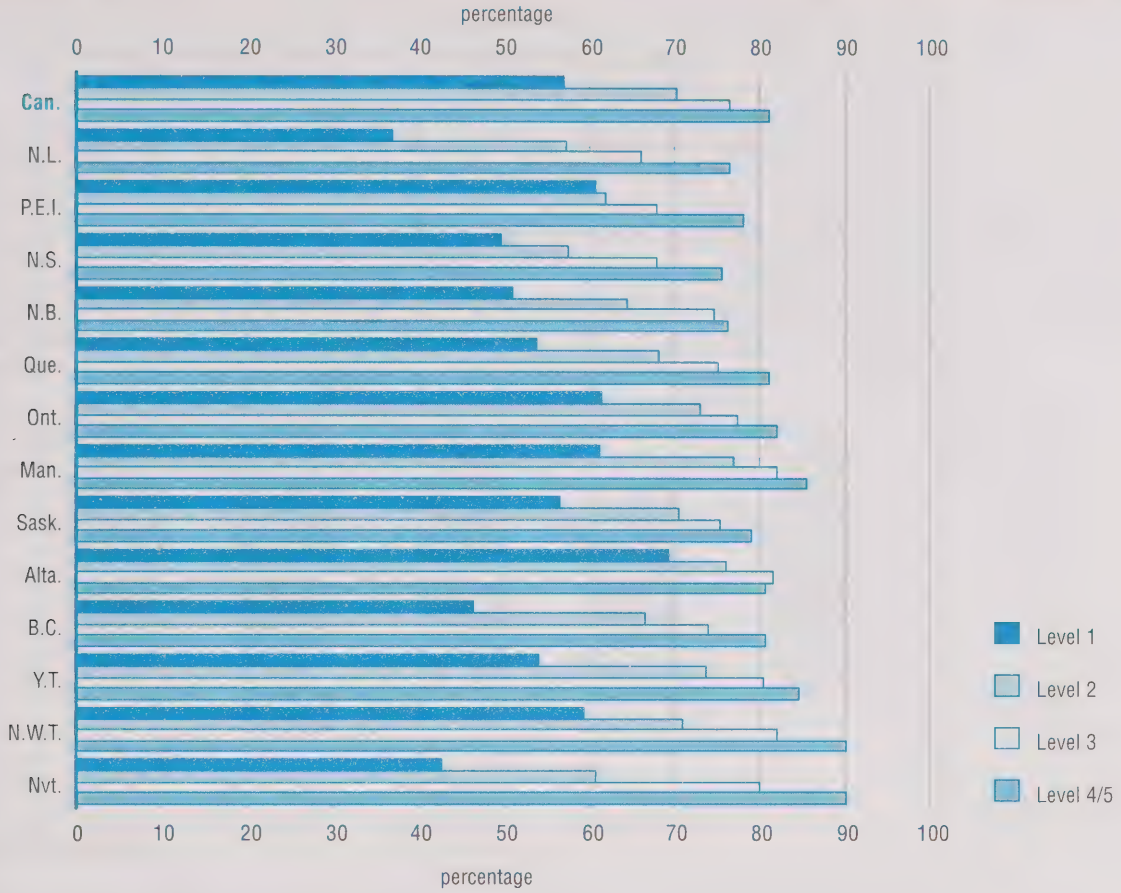
Across jurisdictions, the proportions of university graduates who achieved Levels 4 or 5 for prose proficiency were lowest in Quebec (30%) and Ontario (31%), and highest in Saskatchewan (45%), the Northwest Territories (45%), and Yukon (50%).

Employment and document proficiency

While many factors are likely to interact in finding employment, there clearly is a relationship between literacy proficiency and labour market outcomes. Among the literacy domains, document literacy is the one often regarded as the most relevant in the analysis of the relationship between literacy and the labour market. At the Canada level, individuals who have document literacy scores at the lowest level of proficiency have a much lower employment rate than do those at higher levels of proficiency. For instance, 57% of individuals who scored at Level 1 of the document proficiency scale are employed, compared to 81% of those who scored at Levels 4/5 (Chart D.5.4, Table D.5.5). Individuals at Levels 1 and 2 of document proficiency have employment rates that are 16 and 2 percentage points lower respectively than the national employment rate (73%). In contrast, individuals at Levels 3 and 4/5 have employment rates that are 4 and 8 percentage points higher than the national employment rate. There is a notable increase in the employment rate between the population at proficiency Levels 1 and 2.

Chart D.5.4

Employment rate, by document proficiency levels, population aged 16 to 65, Canada and jurisdictions, 2003



Note: This chart contains certain estimates with relatively high coefficients of variation. Please see Table D.5.5 for more details.

Source: Table D.5.5.

As Canada is moving towards an increasingly knowledge-based economy, the demand for high literacy proficiency is likely to increase further in the future. These findings highlight the importance of building and maintaining human capital amongst Canadians of working age.

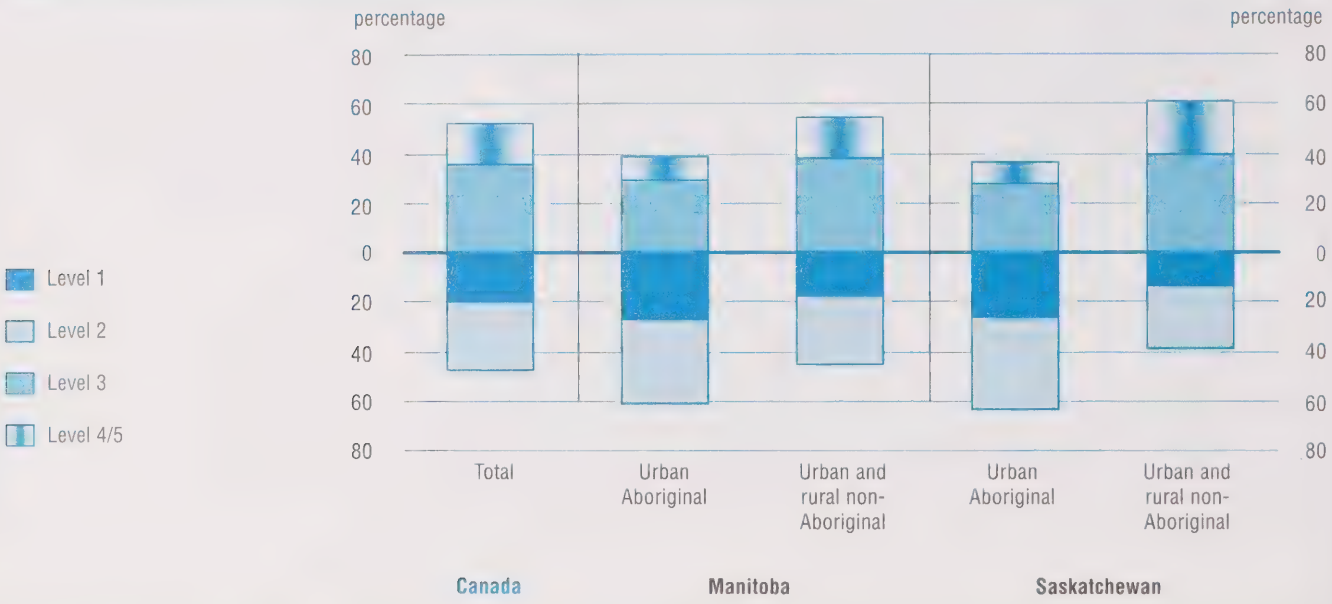
The relationship between document literacy proficiency and employability is also observed across provinces and territories, although this relationship appears stronger in some jurisdictions than in others. The largest percentage point difference in employment rates between individuals at Levels 4/5 and those at Level 1 were found in Newfoundland and Labrador (40), British Columbia (34), the Northwest Territories (31), Yukon (30), and Nunavut (47). The difference in employment rates between individuals at Levels 4/5 and those at Level 1 of the document literacy scale were much smaller in Prince Edward Island (17) and Alberta (11) (Table D.5.5).

Prose literacy in selected Aboriginal populations

As mentioned above, IALSS increased the sample size of Aboriginal people living in urban areas in Manitoba and Saskatchewan, and in selected communities in the territories (covering a majority of the populated areas). Thus, this section describes the prose literacy proficiency of the Aboriginal population aged 16 and over living in urban Manitoba and urban Saskatchewan, in the Northwest Territories and the Yukon, as well as the Inuit population in Nunavut.

Chart D.5.5

Distribution of prose proficiency levels, by Aboriginal (urban) and non-Aboriginal (urban and rural) populations aged 16 and over in Manitoba and Saskatchewan, 2003



Source: Table D.5.6.

The prose literacy performance of the Aboriginal populations surveyed is generally lower than that of the total Canadian population. In Manitoba and Saskatchewan, a little over 60% of the urban Aboriginal population scored below Level 3 on the prose proficiency scale, compared with 45% of non-Aboriginal people in Manitoba and 39% in Saskatchewan (Chart D.5.5 and Table D.5.6).

There is little difference in the distribution of prose proficiency scores among the urban Aboriginal people surveyed in Manitoba and Saskatchewan.

Turning to the territories, 55% of the Aboriginal population in Yukon and 69% of the Aboriginal population in the Northwest Territories had prose proficiency scores below Level 3. In Nunavut, the proportion of the Inuit population scoring under the Level 3 benchmark on the prose proficiency scale was 88% (Table D.5.7).

It is important to understand the context behind these findings. The literacy performance of the Aboriginal populations surveyed in IALSS is in part a reflection of differing levels of formal education and use of a mother tongue other than English or French.

For instance, compared to the non-Aboriginal population, educational attainment tends to be lower among the Aboriginal population. Data from the 2001 Census show that 53% of Aboriginal adults in urban Manitoba and Saskatchewan had completed high school or undertaken postsecondary education, compared to 63% of the total non-Aboriginal population. The gap was even larger in the territories, where 45% of Aboriginal people had completed high school or postsecondary education, compared to 81% of the non-Aboriginal population.

These differences in educational attainment are important in light of the positive relationship that exists between education and literacy proficiency. In the report[3] on the Canadian Results of the 2003 International Adult Literacy and Skills Survey, it was demonstrated that Aboriginal respondents who had the lowest levels of formal educational attainment also had the lowest average prose literacy scores. Further, it was shown that in some jurisdictions, differences in literacy performance between the Aboriginal and the non-Aboriginal populations were greatly reduced once education was accounted for. In other jurisdictions, however, large differences in literacy performance between these populations remained even after controlling for education; this suggested that other factors were at play in explaining the lower literacy performance of the Aboriginal populations surveyed. One such factor may be related to language, as discussed above.

Endnotes

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2. Strucker J and Yamamoto K. (2005). "Component Skills of Reading: Tipping Points and Five Classes of Adult Literacy Learners", (unpublished).
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Educational attainment of the population aged 25 to 64

D6

Context

This indicator provides an international comparison of the educational attainment of working-age Canadians, those aged 25 to 64. From a life-cycle perspective, this age band roughly covers people who are old enough to have completed their education, but still young enough to work.[1] This indicator also provides a portrait of the educational profile of the population with Aboriginal identity.

Canada's economic prosperity and competitiveness is very much contingent upon the skills of its workforce. Educational attainment, or the highest level of education completed, is one means of measuring this aspect of human capital. Indirectly, trends in attainment rates may also reflect changes in access to education and the equity of education systems.

As older workers retire and are replaced by younger, more educated workers, the educational level of the labour force rises. Shifts in the educational profile of the labour force provide insights into the impact of the retirement of different age cohorts and the demands for skills being placed on youth.

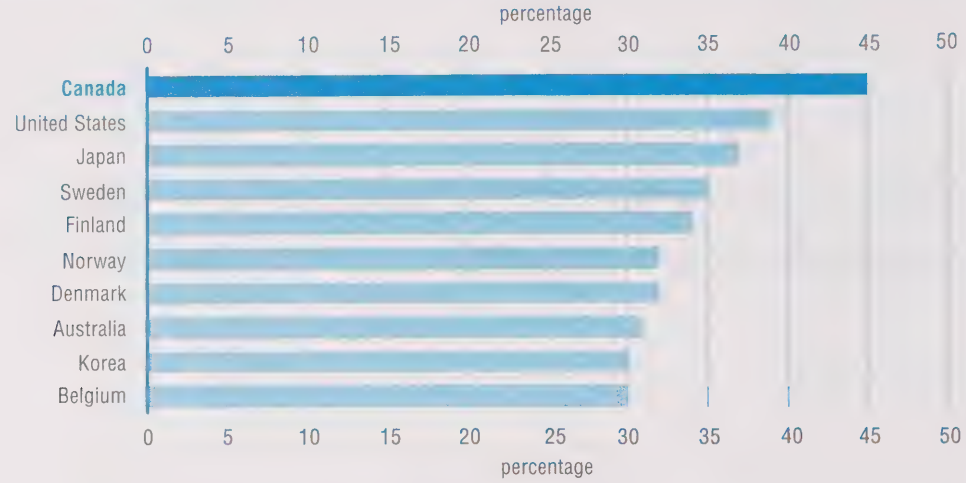
International comparisons

In many countries, one form of postsecondary education, either university or college, is prevalent. Canada offers two parallel systems of education after high school, both of which require a high school certificate for admission and play a key role in the development of knowledge and skills.

In 2004, no other OECD nation had a higher proportion of its population aged 25 to 64 with either a college or university credential than Canada (Chart D.6.1 and Table D.6.1). It is important to note, however, that the data source for the Canadian data (Labour Force Survey) does not allow for a clear delineation between "postsecondary non-tertiary education" and "Tertiary-type B education", as used by OECD. As a result, the figure reported for college (Tertiary-type B) is inflated. In 2004, 45% of Canada's population aged 25 to 64 had either a college or university education, compared with 39% in the United States, 37% in Japan, and 35% and 34% in Sweden and Finland, respectively.

Chart D.6.1

Proportion of the population aged 25 to 64 with college or university qualifications, top ten OECD countries, 2004



Source: Table D.6.1.

In terms of the percentage of the population with a university degree, Canada ranked sixth overall, according to the OECD. In 2004, 22% of Canada's population aged 25 to 64 had a university education. In comparison, the United States (30%), Norway (29%), the Netherlands (27%), Denmark (25%), and Iceland (24%) had a higher proportion of their working-age population with university degrees. In 2004, Canada had a percentage of university graduates similar to that in Australia and Korea (Table D.6.1).

Among the jurisdictions, the proportion of the working-age population with university degrees varies from 25% in Ontario to 13% in Newfoundland and Labrador and in Nunavut, and the proportion with college credentials varies from a high of 41% in Yukon to 16% in Newfoundland and Labrador and Saskatchewan (Table D.6.1).

Aboriginal identity population: Improving the education profile

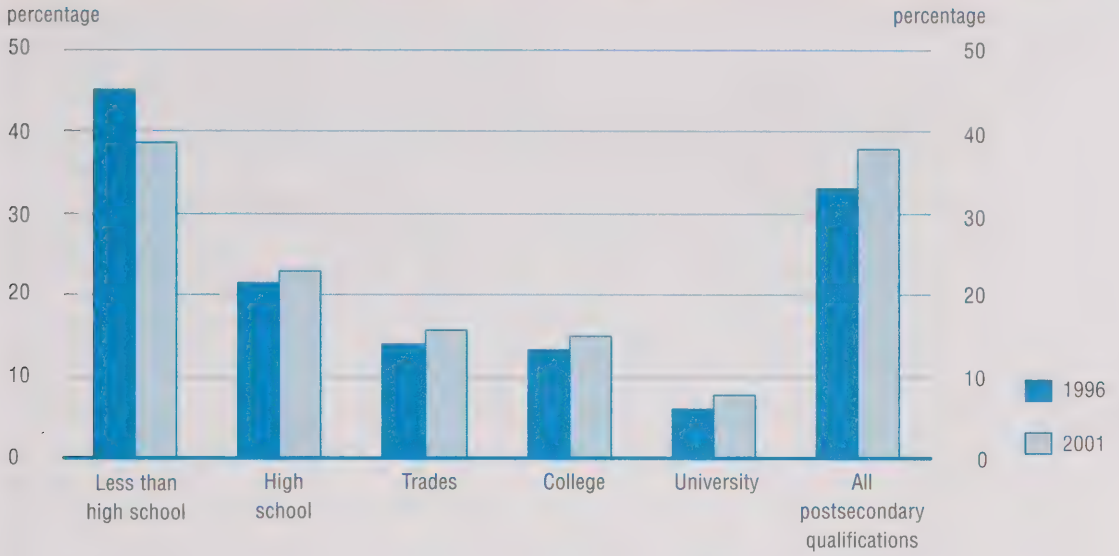
Between 1996 and 2001, census years with comparable Aboriginal identity data, the education profile improved noticeably among individuals aged 25 to 64 who identified themselves as a member of an Aboriginal group.

In 2001, the proportion of Aboriginal people with less than high school education was 39%, down substantially from 45% five years earlier (Chart D.6.2 and Table D.6.2).

Between 1996 and 2001, the proportion of Aboriginal people with a high school diploma increased from 21% to 23%, while the share of those with postsecondary qualifications at the trade, college, or university level increased from 33% to 39%.

Chart D.6.2

Population aged 25 to 64 with Aboriginal identity, by level of educational attainment, Canada, 1996 and 2001



Source: Table D.6.2.

More specifically, the proportion with a trade certificate increased from 14% to 16%. Similarly, college diploma holders increased their share of the working-age population from 13% to 15%. About 8% were university graduates, up from 6% five years earlier.

These changes have helped close the gap somewhat between the educational profile of the Aboriginal and non-Aboriginal populations. In particular, the proportion with a trade certificate in 2001 was higher among Aboriginal people, where they represented 16% of the working-age population, compared with 13% in the non-Aboriginal population. The proportions with college qualifications were also close, 15% among Aboriginal people and 18% among non-Aboriginal people (Tables D.6.2 and D.6.4).

However, the gap in university graduates remained wide. In 2001, 8% of Aboriginal people aged 25 to 64 had a university education, compared with 23% in the non-Aboriginal population.

Data at the Canada level permit an examination of the situation for specific Aboriginal groups. Between 1996 and 2001, the proportion of the North American Indian, Métis, and Inuit populations aged 25 to 64 with less than high school education fell by approximately six percentage points for each group, to 41% for the North American Indian population, 34% for the Métis population, and 48% for the Inuit population. Corresponding increases took place in the proportion with high school or postsecondary education. The proportion with a high school diploma increased by 2 to 3 percentage points among all three groups, while the percentage of individuals with postsecondary qualifications increased from 33% to 37% among the North American Indian population, 36% to 43% among the Métis population, and 28% to 32% among the Inuit population.

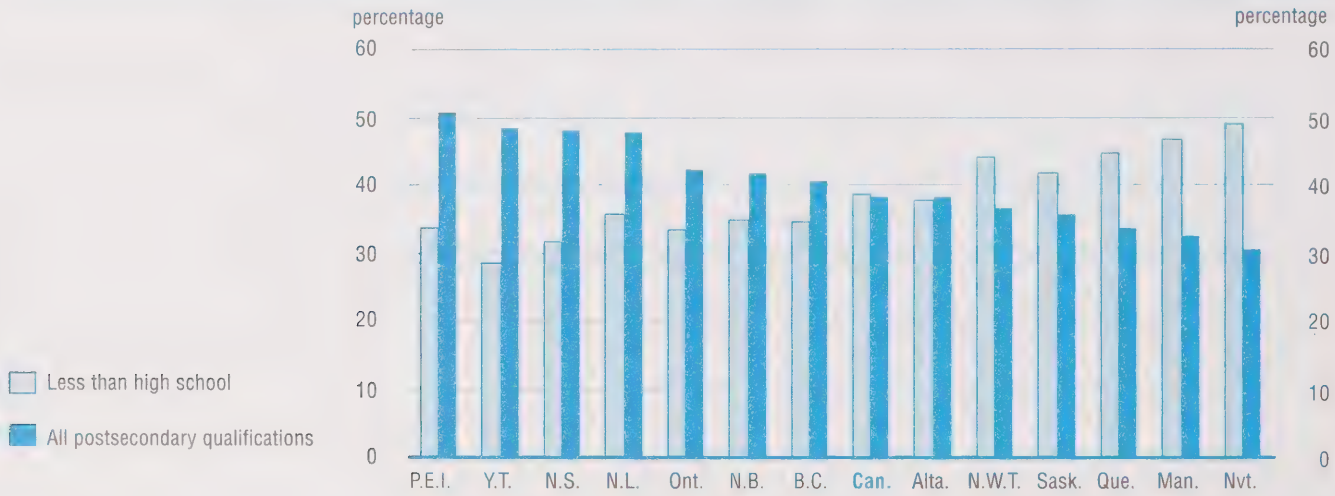
Jurisdictions

Between 1996 and 2001, the proportion of the Aboriginal identity population of working age with less than high school education decreased in every jurisdiction, and the proportion of those with postsecondary qualifications at the trade, college, or university level increased, with the exception of New Brunswick (Table D.6.2).

In 2001, between 31% and 51% of the Aboriginal working-age population had postsecondary qualifications (Chart D.6.3). The highest percentages were found in Newfoundland and Labrador (48%), Prince Edward Island (51%), Nova Scotia (48%), and Yukon (48%). Aboriginal people were least likely to have postsecondary qualifications in Quebec (33%), Manitoba (32%), and Nunavut (31%).

Chart D.6.3

Population aged 25 to 64 with Aboriginal identity, selected levels of educational attainment, Canada and jurisdictions, 2001



Source: Table D.6.2.

The Labour Force Survey constitutes another data source from which to draw information on the educational attainment of the Aboriginal population living in Western Canada, which is a region with a fairly large concentration of Aboriginal people. The LFS, however, covers the Aboriginal population residing off-reserve only. Therefore, data from Table D.6.3 should not be directly compared with census-based Aboriginal tables in this series, which cover the Aboriginal population residing both on and off reserve, and which define the levels of educational attainment somewhat differently.

Data from 2004 show that the proportions of the off-reserve Aboriginal population aged 25 to 64 with postsecondary credentials at the college and university levels were 28% in Manitoba, 19% in Saskatchewan, 26% in Alberta, and 24% in British Columbia. The proportion of Aboriginal people residing off reserve with a bachelor's degree or a university degree or certificate above the bachelor's degree was 10% in Manitoba, Saskatchewan, and Alberta, and 8% in British Columbia (Table D.6.3).

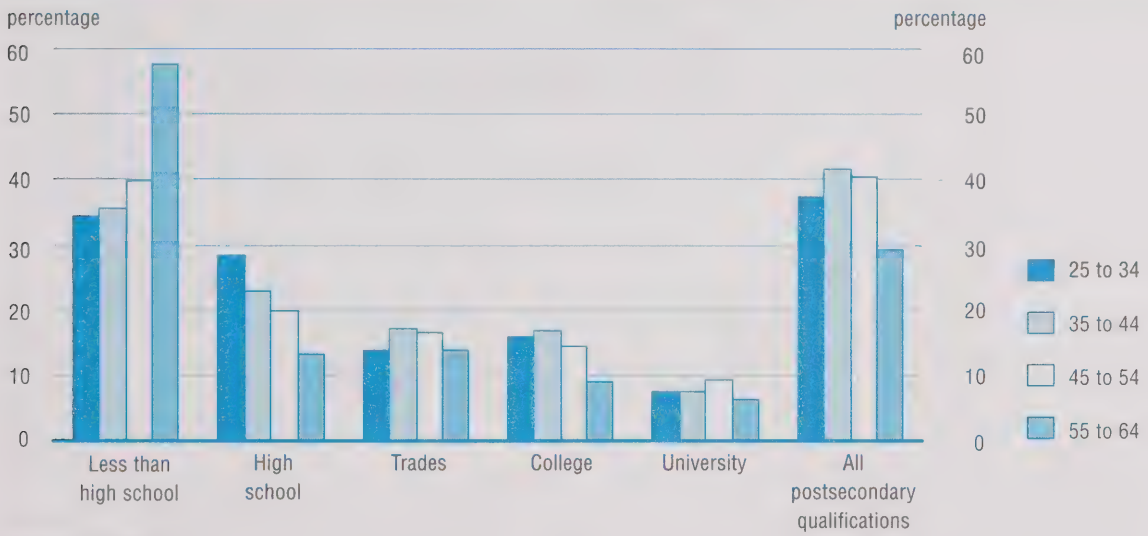
Evolution of educational attainment over time

One way to examine the evolution of educational attainment over time is to compare the educational attainment of different age cohorts for a single census year. If younger Aboriginal cohorts show a higher level of educational attainment than the older Aboriginal cohorts, it suggests that educational attainment among the Aboriginal population is rising over time.

Examination of 2001 Census results shows that substantially fewer Aboriginal people in the younger age groups had not completed high school, as compared with Aboriginal people aged 55 to 64 (Chart D.6.4 and Table D.6.2). Additionally, the proportion with a high school diploma was highest among 25- to 34-year-olds, and lowest among 55- to 64-year-olds. Similar trends were observed for individuals who identified themselves as North American Indian, Métis, and Inuit.

Chart D.6.4

Population aged 25 to 64 with Aboriginal identity, by level of educational attainment and age group, Canada, 2001



Source: Table D.6.2.

The proportion of Aboriginal people with postsecondary credentials was also noticeably higher among the younger cohorts, as compared with Aboriginal people aged 55 to 64. Similar trends were observed in the North American Indian, Métis and Inuit populations.

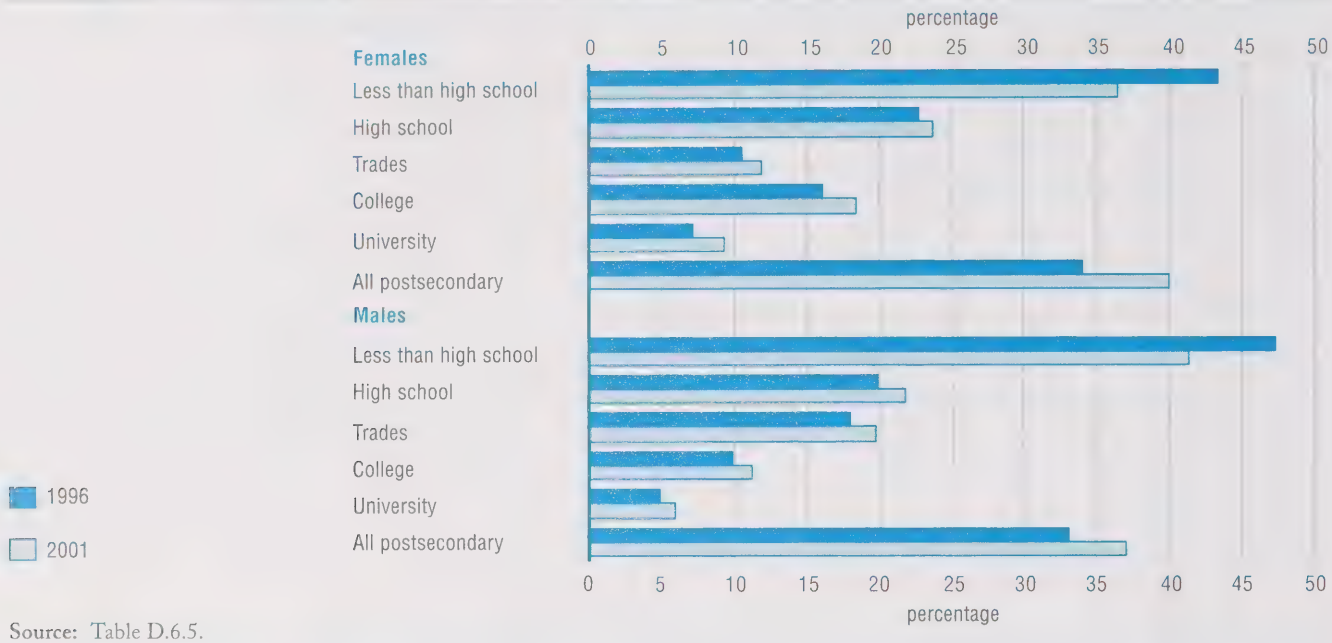
Interestingly, more Aboriginal people aged 35 to 44 and 45 to 54 had trade qualifications (17% for both age groups) than the youngest age group (14%). Similarly, more 45- to 54-year-olds held a university degree (9%) than the 35- to 44-year-olds (7%). This data may in part be a reflection of the significant amount of continuing education among the adult Aboriginal population after the age of 34.

Educational attainment and gender

Examination of census results shows that between 1996 and 2001, the education profile of both Aboriginal men and women improved noticeably, as the proportion of Aboriginal men and women with less than high school education decreased 6 and 7 percentage points, respectively (Chart D.6.5 and Table D.6.5).

Chart D.6.5

Level of educational attainment in the population aged 25 to 64 with Aboriginal identity, by sex, Canada, 1996 and 2001



Source: Table D.6.5.

Chart D.6.5 reveals larger overall increases in the share of Aboriginal women with postsecondary education as compared with Aboriginal men. Over the five-year period, the proportion of Aboriginal men with postsecondary credentials went up 4 percentage points, while this proportion went up 6 percentage points for Aboriginal women.

In 2001, Aboriginal men were more likely than Aboriginal women to have trade qualifications (20% versus 12%, respectively). On the other hand, Aboriginal women were considerably more likely than Aboriginal men to have college diplomas (18% versus 11%) or university degrees (9% versus 6%).

Increases in the percentage of men and women with postsecondary credentials over the five-year period were observed among the North American Indian and Métis populations. A fairly large difference between the proportion of men and women with postsecondary credentials in 1996 and in 2001 was observed among the Inuit population: this proportion went up 6 percentage points among women, while this proportion actually decreased 1 percentage point among men. This decline was due to proportionately fewer Inuit men obtaining trade qualifications in 2001 as compared with 1996.

Endnote

1. The labour force participation rate falls off after age 55. Still, about half the population aged 55 to 64 continues to be active in the labour market.

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Transitions and outcomes

Introduction

The transition from secondary school to the postsecondary world and into the labour market is a critical stage for young people. New surveys are beginning to shed light on youth pathways through these important years. While more research is needed, it is clear that the pathways are varied and complex.

To evaluate the performance of education systems, outcomes must be measured. It is difficult to disentangle the role of the education systems from that of the communities and myriad other factors.

Indicator E1 addresses youth transitions to postsecondary education. Data from the Labour Force Survey are used to trace education participation year by year from age 15 to adulthood. High school graduation patterns of youth are examined using the Youth in Transition Survey (YITS). This survey also affords a look at the proportion of youth progressing to postsecondary education—including those youth who have not completed high school—and their educational status by the time they reach their early to mid-twenties.

Indicator E2 looks at transitions to the labour market, including the extent to which students combine schooling and work, along with an examination of employment rates, earnings, and mobility characteristics for recent postsecondary graduates.

Indicator E3, labour market outcomes, examines unemployment rates and earnings for different levels of educational attainment, in Canada and abroad. Analyses on the association between educational attainment and unemployment are also conducted for the off-reserve Aboriginal population in Western Canada.

Transitions to postsecondary education

Context

This indicator considers the transition from high school to postsecondary education. Participation rates in education for individuals aged 15 to 29 are presented, comparing the 1995/1996 and 2005/2006 rates for Canada and the provinces. The Youth in Transition Survey (YITS) is used to look at high school graduation in 1999 and 2003 based on two separate cohorts of youth that have been surveyed. Data from YITS are also used to determine the percentage of youth who went on to postsecondary education, and to examine their progression through postsecondary education. These issues are examined at both the Canada and jurisdictional levels.

A number of factors influence the level of participation in postsecondary education and the transition from school to the labour market. They include the availability of educational programs, accessibility of financial support, labour market conditions, and the real and perceived benefits of education. In Canada, the different education systems in each jurisdiction also play a role in the education path followed by students.

Findings

E1

Participation in education

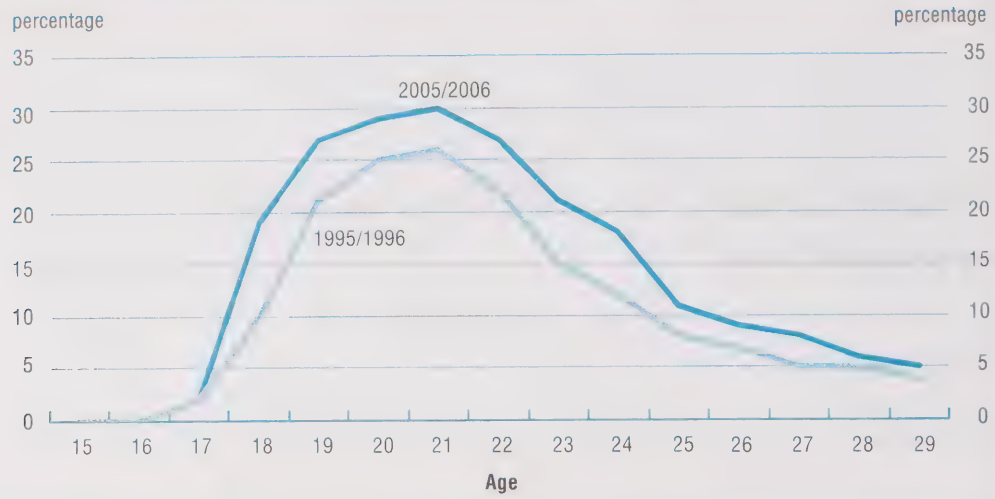
The transition to postsecondary education begins to be noticeable among 17-year-olds, although by 2005/2006, more of them were at the primary/secondary school level than 10 years earlier (Table E.1.1).

Between 1995/1996 and 2005/2006, the participation rate for university remained stable for 17-year-olds, but almost doubled for 18-year-olds, rising from 10% to 19% (Chart E.1.1 and Table E.1.1). This increase may have been partly due to the elimination of Grade 13 in Ontario. The trend to an increasing rate of participation in university is also clear for every age from 19 to 24, as reflected in the 4- to 6-percentage-point increases. By 2005/2006, more than one-quarter of young adults aged 19 through to 22 were in university, as were about one-fifth of 23- and 24-year-olds.

At the college level, the participation rate declined among 17-year-olds between 1995/1996 and 2005/2006, partly reflecting higher rates of participation at the primary/secondary level. Participation rates were generally similar for both years for students between the ages of 18 and 29, with the exception of a decline in participation among 21-year-olds. College participation rates continued to be highest for young people between the ages of 18 and 20 (Chart E.1.2 and Table E.1.1).

Chart E.1.1

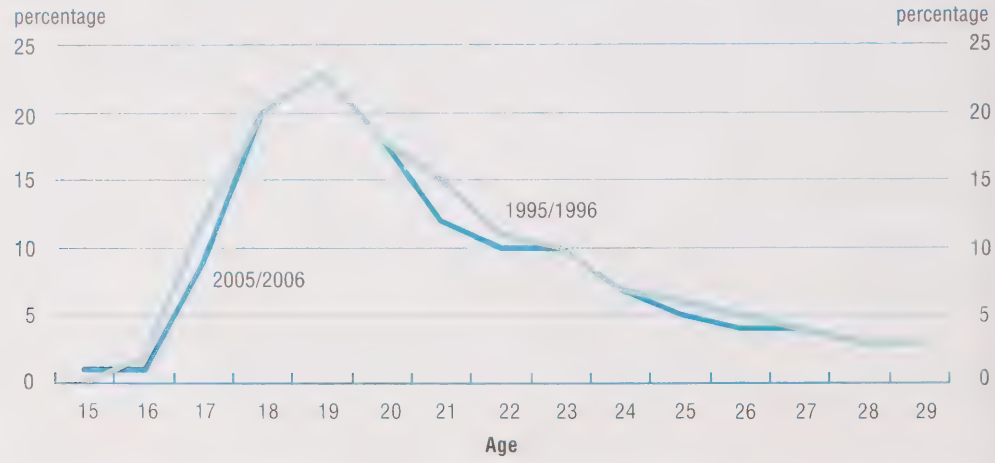
Participation rate at the university level, by age, Canada, 1995/1996 and 2005/2006



Source: Table E.1.1.

Chart E.1.2

Participation rate at the college level, by age, Canada, 1995/1996 and 2005/2006



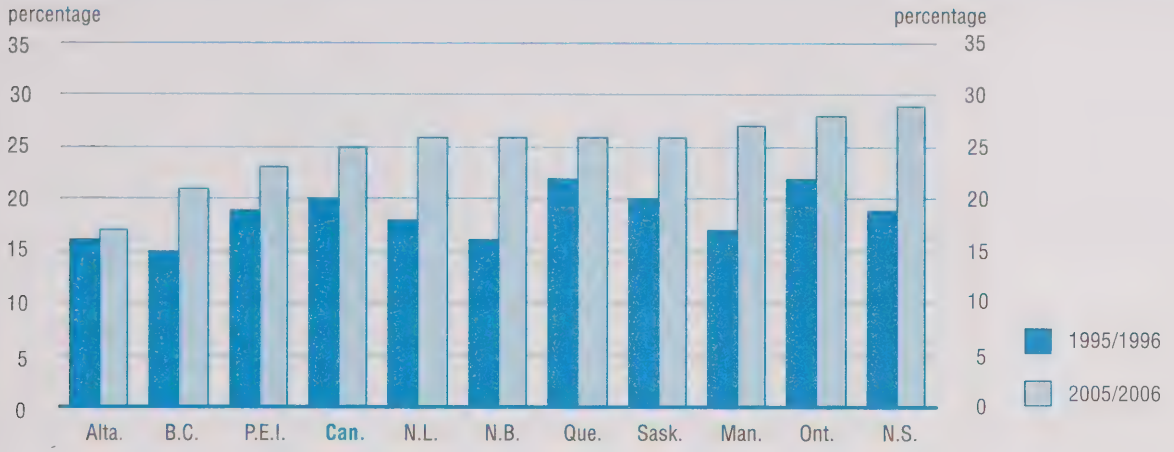
Source: Table E.1.1.

University participation rate, provinces

Although the data do not permit an examination of participation rates by single age for the provinces, information is available for three age groups that also cover 15- to 29-year-olds. The university participation rate did vary somewhat for the 15-to-19 age group between 1995/1996 and 2005/2006, but the greatest differences—increases in every province—are seen in the 20-to-24 group (Chart E.1.3 and Table E.1.2). The rise was particularly noticeable in Nova Scotia, New Brunswick and Manitoba, as each recorded a 10-percentage-point rise in the participation rate at the university level. By contrast, Alberta's rate remained fairly stable and, at 17% at the end of the period, it was the lowest among the provinces.

Chart E.1.3

University participation rate among 20- to 24-year-olds, Canada and provinces, 1995/1996 and 2005/2006



Note: The participation rate is based on a monthly average from September to April.

Source: Table E.1.2.

High school graduation at age 19

Results from the Youth in Transition Survey (YITS), a longitudinal survey developed by Human Resources and Social Development Canada and Statistics Canada, can be used to better understand the major transitions in the lives of youth, particularly their pathways from high school to postsecondary education and training, and the initial transition from schooling to the labour market.

YITS surveys two cohorts of youth every two years. One cohort entered the survey when they were between the ages of 18 and 20 in 1999 (referred to in YITS as cohort B); a second cohort began their participation in YITS when they were 15 years old in 1999 (referred to in YITS as cohort A).

This section presents information on the two samples of 19-year-olds that have been surveyed by YITS; one in 1999 through cohort B and the other in 2003 through cohort A. For those who were 19 years of age in 1999, the data used are from the first cycle of YITS and are representative of Canadian youth who were 19 as of December 1999. For those who were 19 in 2003, the data used are from the third cycle of YITS-cohort A. In the first cycle, cohort A was representative of Canadian youth who were 15 years of age as of December 1999, but the results from the third cycle for cohort A may not be representative of 19-year-old Canadian youth in December 2003 (see the 2007 PCEIP Handbook for more details). For this reason, a comparison of the educational profile of these two populations of 19-year-olds can only be made while keeping these characteristics in mind.

By the time the 15-year-olds of 1999 were 19 in 2003, 87% had graduated from high school, while another 5% were still pursuing their high school education. Another 8% had dropped out of high school without completing their studies (Table E.1.3).[1]

Among the cohort of youth that was 19-years-old in 2003, roughly 10% of males were classified as dropouts, compared with 6% of females the same age (Table E.1.3).

While a direct comparison between the two groups of 19-year-olds that have cycled through YITS can only be made with caution, the results seem to suggest that the high school graduation profile of 19-year-olds in 2003 had improved in relation to the 19-year-olds in 1999, with a 7-percentage-point rise in the incidence of high school graduation.[2]

Among the provinces, the proportion of youth who had dropped out of high school in 2003, the year in which young people from cohort A had their 19th birthdays, ranged from about 11% in Quebec to about 4% in Prince Edward Island. In Quebec, the proportion of 19-year-olds who had graduated from high school in 2003 was about 82%, lower than the Canadian average. However, 7% of Quebec youth were still in high school at age 19—the highest proportion in Canada, along with Nova Scotia. In 2003, the largest male–female gaps in terms of the incidence of dropping out were observed in Newfoundland and Labrador, Quebec and Alberta. The provinces with smaller or no gender gaps were Ontario, Saskatchewan and British Columbia (Table E.1.3).

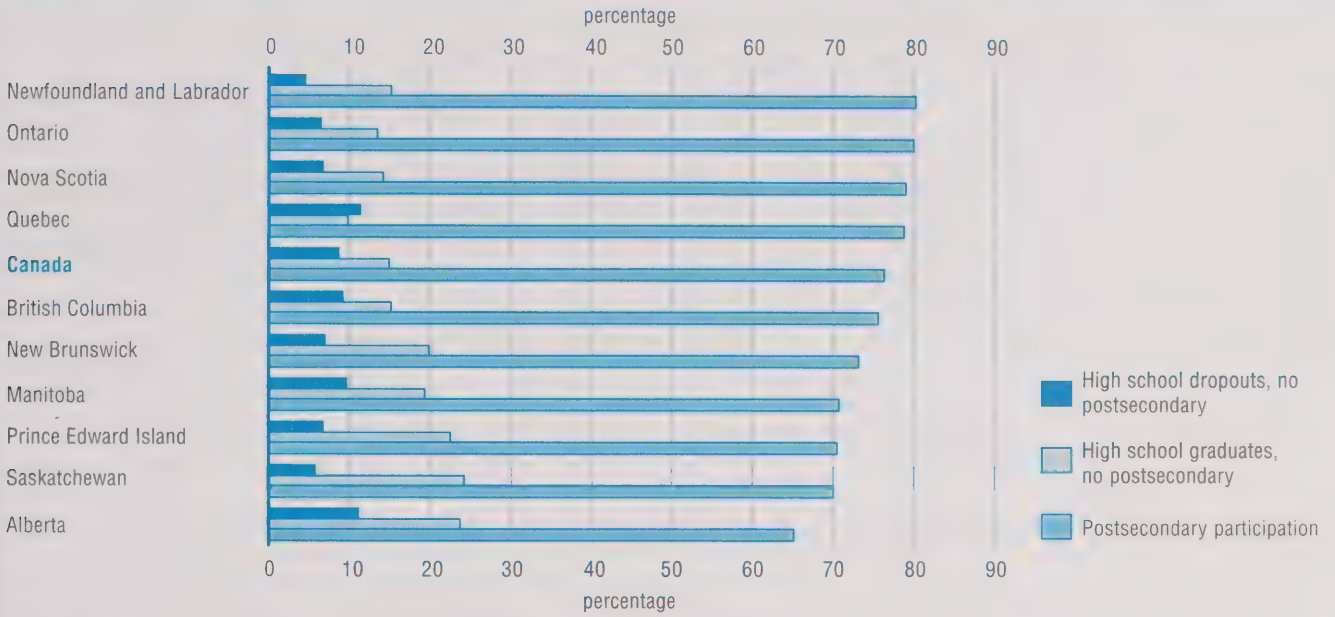
Some of those who leave high school before graduating will, over time, return to complete their secondary studies or progress to other forms of education, such as postsecondary education, with or without ever having formally graduated from high school. The last section below, which focuses on high school dropouts who return to education, looks specifically at the educational experiences that the YITS cohort B youth who were high school dropouts when they were 18- to 20-years-old had had by the time they reached the 22-to-24 age group.

Participation in postsecondary education by the ages of 22 to 24

After three cycles of YITS, it is possible to examine the educational situation of those who were 18 to 20 years of age in 1999 by the time they had reached their early to mid-twenties. In 2003, when YITS cohort B had reached the ages of 22 to 24, about three-quarters of them who were no longer in high school had taken some type of postsecondary education (whether or not they had completed it at the time of the survey) (Chart E.1.4 and Table E.1.4).[3] In YITS, postsecondary education refers to any postsecondary program that is above the high school level, is geared towards a diploma, certificate or degree, and would take three months or more to complete. In 2003, the proportion of 22- to 24-year-olds in YITS who had participated in some form of postsecondary education was higher for females (82%) than for males (71%) (Table E.1.4). The proportion who had begun a postsecondary education program but dropped out before completing it was fairly similar for both sexes (11% for females; 13% for males).[4]

Chart E.1.4

Postsecondary education (PSE) status of 22- to 24-year-olds[1] who were no longer in high school, Canada and provinces,[2] December 2003



1. This sample of youth is representative of Canadian youth who were 18 to 20 years of age as of December 1999. However, in 2003, they were not representative of 22- to 24-year-old Canadian youth.
2. Province of interview in 2003.

Notes: Provinces ranked by postsecondary participation. Percentage distributions, which are calculated on rounded data, may not add up to 100%. This chart contains certain estimates with relatively high coefficients of variation. Please see Table E.1.4 for more details. For more information on the methodology for the Youth in Transition Survey, see 2007 PCEIP Handbook (Statistics Canada and Council of Ministers of Education, Canada. 2007. *Education indicators in Canada: Handbook for the Report of the Pan-Canadian Education Indicators Program.* Catalogue no. 81-582-XIE. Ottawa.).

Source: Table E.1.4.

Among the provinces, the proportion of youth who had participated in postsecondary education by the time they reached 22 to 24 years of age ranged from 80% in Newfoundland and Labrador and Ontario to 65% in Alberta. In all provinces, the percentage of females was higher than the percentage of males. Saskatchewan and Alberta were the provinces with the highest proportion of youth who had graduated from high school by the ages of 22 to 24, but had never pursued postsecondary education (24%). In Quebec and Ontario, the figures for both males and females were lower than the aggregate estimates at the Canada level (Table E.1.4).

By the time individuals have reached the 22-to-24 age band, it can reasonably be assumed that a substantial proportion should have been able to finish an initial program of postsecondary education: 44% of those who were aged 22 to 24 in 2003 had graduated from a postsecondary program, while another 20% were still pursuing studies in their first postsecondary program. Some people who had graduated from one postsecondary program had, by this age, already gone on to pursue further education (these youth are referred to as "postsecondary education graduate continuers" in Table E.1.4).

The proportion of youth who had graduated from postsecondary education by December 2003 was highest in Quebec (54%), partly reflecting the structure of the province's education system (Table E.1.4). Most Quebec students finish high school

a year earlier than students in other provinces and then enter a CEGEP (a postsecondary institution) to pursue a college level or university preparation program.

If access to postsecondary education is considered not only in terms of participation, but also in terms of persistence and completion, it is worth noting that, by the time they have reached the 22-to-24 age group, about 12% of Canadian young people were postsecondary dropouts; i.e., by 2003, they had attended some type of postsecondary program but had not completed it (Table E.1.4).

At the Canada level in 2003, approximately 15% of 22- to 24-year-olds were high school graduates who had never attempted a postsecondary program (Table E1.4). In other words, they had the fundamental academic preparation for a postsecondary education but, for one reason or another, had not pursued it by their mid-twenties. A relatively higher proportion of males (18%) than females (12%) fell into this category. This gender gap was observed in all provinces except Prince Edward Island, where a similar percentage of male and female 22- to 24-year-olds were high school graduates who had not attended a postsecondary program.

Another 9% of those aged 22 to 24 were high school dropouts with no postsecondary education. This percentage was higher for males (12%) than for females (6%).

High school dropouts who return to education

Some people who drop out of high school do eventually complete their studies at this level and/or participate in a postsecondary program. Among the 22- to 24-year-olds who were in Cycle 3 of YITS in 2003, some reported that they were high school dropouts in 1999, when they were 18 to 20 years old. By the time they were aged 22 to 24, however, 38% of these dropouts had returned to school and had either obtained a high school diploma or had participated in a postsecondary program (Table E.1.5). A higher percentage of females (46% versus 33% of males) had returned to graduate from high school or to pursue a postsecondary education (whether or not they had completed this postsecondary education).

In the provinces, the percentage of youth who were high school dropouts when they were in the 18-to-20 age group but who had obtained their high school graduation or undertaken postsecondary education by the time they were 22- to 24-years-old ranged from 27% in Manitoba to 51% in Nova Scotia (Table E.1.5). In Quebec, Ontario, Manitoba, Alberta and British Columbia, the female dropouts were more likely to later graduate from high school or to pursue a postsecondary education than their male counterparts.

Endnotes

1. As mentioned earlier in Section C3, graduation rates may differ because of different data sources, different definitions, or different parameters such as the age at which they are measured.
2. Other studies such as Bowlby (2005) have confirmed this, using data from the Labour Force Survey, by showing a decline in the proportion of high school dropouts between the early 1990s and the early 2000s.
3. This sample of youth is representative of Canadian youth who were 18 to 20 years of age as of December 1999. However, in 2003, they were not representative of 22- to 24-year-old Canadian youth.
4. In terms of Table E.1.4 and Chart E.1.4, youth who had participated in postsecondary education as of December 2003 include the following categories: postsecondary graduate continuers, postsecondary graduate non-continuers, postsecondary continuers, and postsecondary dropouts. See the 2007 PCEIP Handbook for definitions of each of these categories.

Transitions to the labour market

Context

This indicator considers the transition from postsecondary education to the labour market, through the examination of employment rates and earnings, as well as the mobility of students and graduates across Canada and its jurisdictions.

This indicator first looks at the connection between education and the employment status of the population aged 15 to 29. Later, it examines the transition from postsecondary education to work by means of full-time employment, earnings and migration characteristics. Postsecondary graduates represent a large investment in the development of human capital; therefore, it is important to monitor their transition from school to the labour market.

Findings

Transitions between education and the labour market

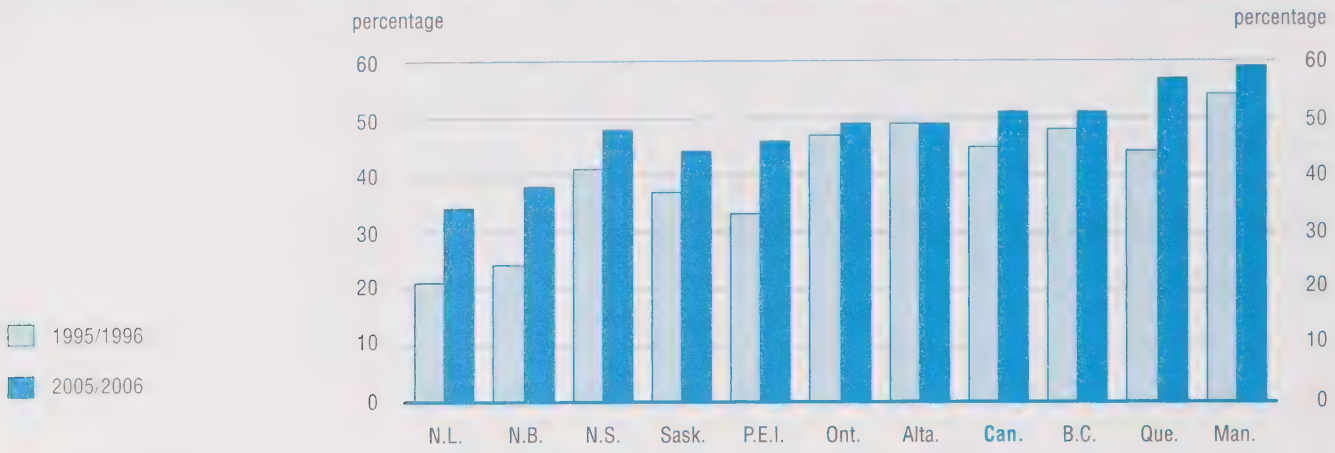
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In 2005/2006, just over half of all students aged 17 to 29 were working while they attended school. At every age in this range, the percentage of students with jobs was higher in 2005/2006 than in 1995/1996 (Table E.2.1). For these ages overall, many college (55%) and university (50%) students reported combining jobs and school. Among students aged 17 to 25, those in college were more likely than those in university to be working. From age 26 to 29, however, the situation was reversed, and the percentages of university students who worked exceeded those for college students.

The provincial data by age group also show an overall increase in the proportion of students combining school with work (Table E.2.2). As expected, the proportions rose by age group, from 37% for the 15-to-19 group to 57% in the 25-to-29 group in 2005/2006. And, for the most part, the percentages of working students by province increased for each of the three age groups between 1995/1996 and 2005/2006. However, considerable variations exist across provinces in the percentages of students combining school with study. In the 20-to-24 age group, 30% of university students in Newfoundland and Labrador and nearly 4 out of 10 students in New Brunswick combined school with study in 2005/2006 (Chart E.2.1). In comparison, nearly 6 out of 10 students in Quebec and Manitoba in this age group combined school with study.

Chart E.2.1

Proportion of 20- to 24-year-old students who were also working, Canada and provinces, 1995/1996 and 2005/2006



Source: Table E.2.2.

In 2005/2006, 71% of 15-year-olds were attending school at the elementary-secondary level and were not working. Another 19% were attending school and working (Table E.2.3).

By age 18, much greater variety is evident in the combinations of schooling and work, reflecting the transitions underway. In 2005/2006, 14% of 18-year-olds were attending elementary-secondary school and working, and 14% were at that level and not working. Another 11% of 18-year-olds were college students with jobs, and 8% were college students without jobs. Six percent were working while attending university, while 11% were university students who did not have a job. And, in 2005/2006, 21% of 18-year-olds were working but were not part of the formal school system (Table E.2.3).

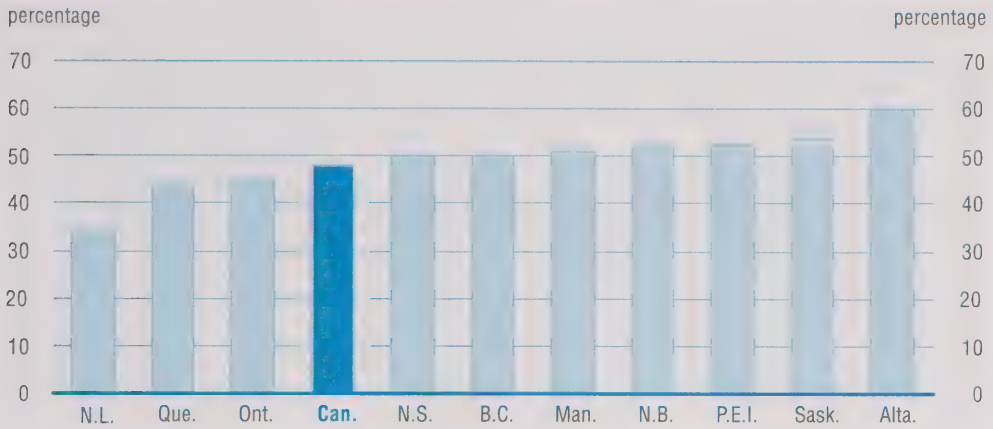
At age 21, university accounts for a peak share of the student population. In 2005/2006, 14% were combining university with work; another 15% were attending university but not working. Among all of the education–labour force combinations at age 21, the non-student employed category was largest, representing 42% of the population.

By age 25, a large majority of the population was no longer in the education system. Over two-thirds (67%) of 25-year-olds were working, another 6% were looking for work, and 9% were not in the labour force (Table E.2.3). An examination of the labour force categories by age group reveals a similar pattern: 72% of 25- to 29-year-olds in Canada were no longer students and were employed in 2005/2006 (Table E.2.4). Another 5% were seeking work, and 9% were neither students nor in the labour force.

The provincial data again reflect Alberta's strong labour market, as over three-quarters (76%) of the province's 25- to 29-year-olds were "non-student employed" in 2005/2006 (Table E.2.4). With the exceptions of Newfoundland and Labrador (62%) and Nova Scotia (69%), the figures for the other provinces were closer to the Canada-level estimate of 72%. And, although about half (48%) of the 20- to 24-year-old population Canada-wide was employed in 2005/2006, Alberta had the largest proportion of employed people in this age group—60% (Chart E.2.2). By contrast, estimates for this age group in the other provinces range from 34% (Newfoundland and Labrador) to 54% in Saskatchewan.

Chart E.2.2

Proportion of 20- to 24-year-olds who were non-students and employed, 2005/2006



Source: Table E.2.4.

Full-time employment of postsecondary graduates

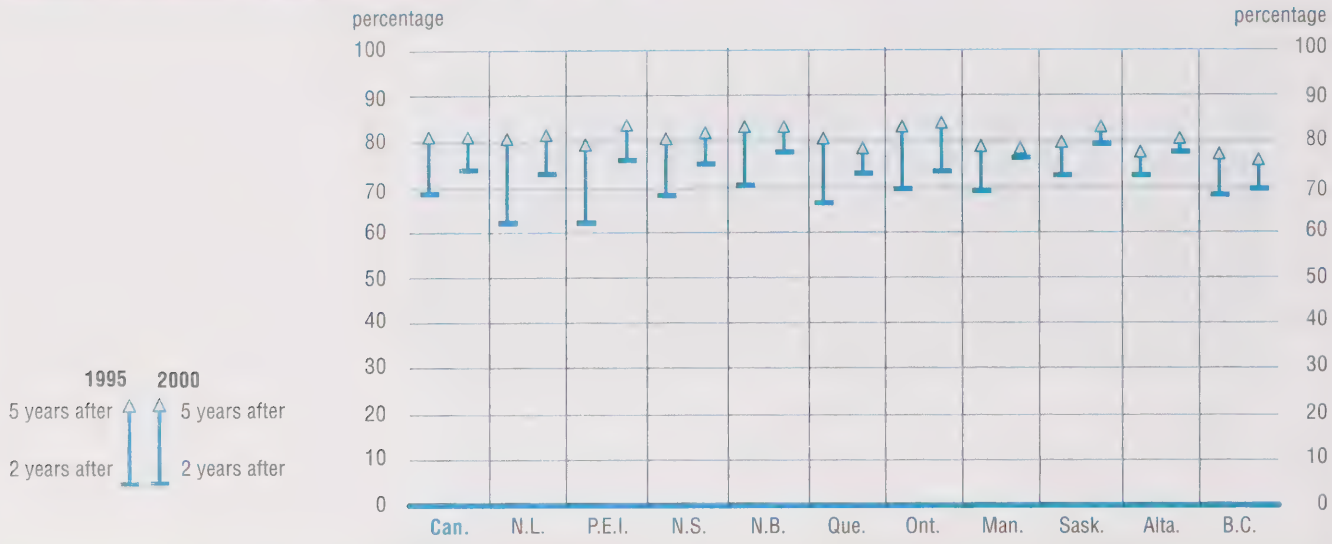
Compared with the 1995 graduating class, 2000 graduates from both college and university had higher rates of full-time employment two years after graduation (Table E.2.5). Among university graduates, 74% of the 2000 class worked full-time two years after graduation, compared with 69% of the 1995 class (Chart E.2.3). Similarly, among college graduates, 78% of the 2000 class worked full-time two years after graduation, compared with 70% of the 1995 class (Chart E.2.4). Five years after graduation, approximately 80% of postsecondary graduates were working full-time, as had been the case in 1995. At the university level, a higher percentage of graduates were working full-time in all provinces five years after graduation than two years after graduation.

The pattern for college students graduating in 2000 was more diverse across provinces. In general, college graduates also experienced increases in the percentages working full-time five years after graduation compared with two years after. However, 2000 graduates in Manitoba and Saskatchewan experienced almost no increases while those in Nova Scotia and New Brunswick experienced slight decreases.

Several provinces saw a slightly lower percentage of their 2000 college or university graduates in full-time employment five years after graduation in comparison with 1995 graduates. This is true for Quebec, Manitoba and British Columbia at the university level, and Nova Scotia and New Brunswick at the college level.

Chart E.2.3

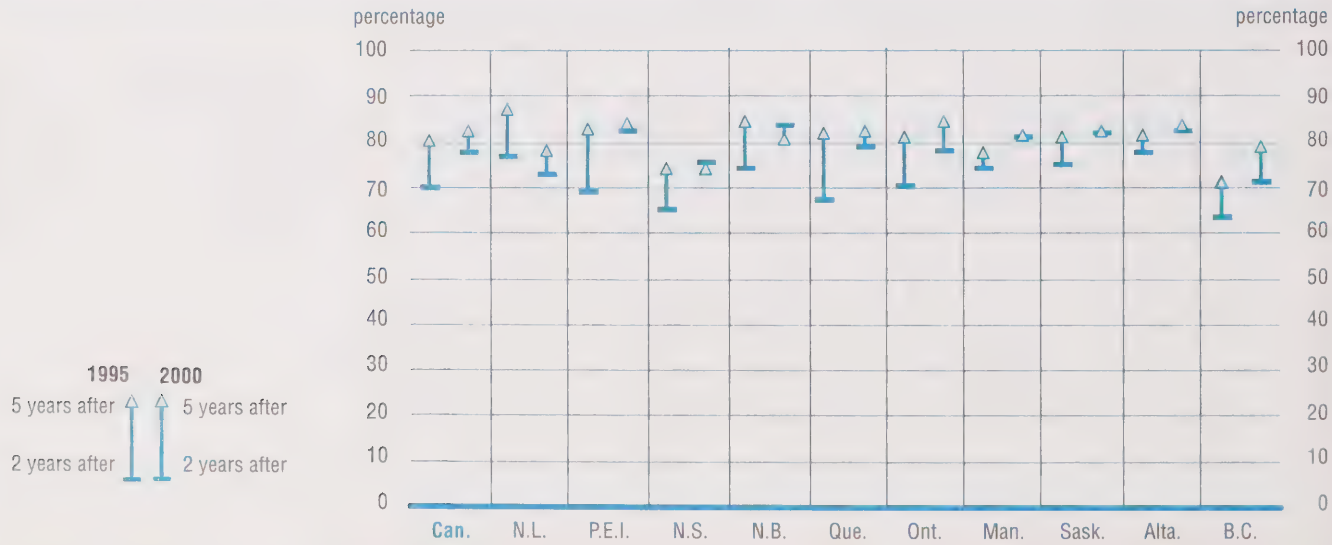
Percentage of 1995 and 2000 university graduates working full-time, two and five years after graduation, by province of study



Source: Table E.2.5.

Chart E.2.4

Percentage of 1995 and 2000 college graduates working full-time, two and five years after graduation, by province of study



Source: Table E.2.5.

In most fields of study, and at both time periods, a higher percentage of men than women were working full-time (Tables E.2.6 and E.2.7). Between 1995 and 2000, the percentage working full-time two years after graduation rose for both sexes; five years after graduation, the percentage for males declined slightly while the percentage for females rose.

In 2000, graduates from most fields of study at the college level were more likely to be employed five years after graduation than after only two years, the exceptions being physical and life sciences and technologies, along with agriculture, natural resources and conservation.

In 2000, five years after graduation, there was considerable variation in rates of employment by field of study for university graduates (Table E.2.6). The highest proportions of full-time employed university graduates were from business, management and public administration, as well as personal, protective and transportation services. The lowest rates of full-time employment were among graduates of the visual and performing arts and communications technologies, as well as physical and life sciences, and technologies, along with humanities.

Education and earnings

University graduates had higher median annual earnings than college graduates in 1995 and 2000 (Table E.2.8). While median earnings in 2001 constant dollars generally rose slightly for university graduates between 1995 and 2000, college graduates' earnings remained steady at $28,000 two years after graduation and declined five years after graduation. This trend is common across jurisdictions, except in Ontario and Alberta, where college graduates experienced an increase in median earnings from 1995 to 2000.

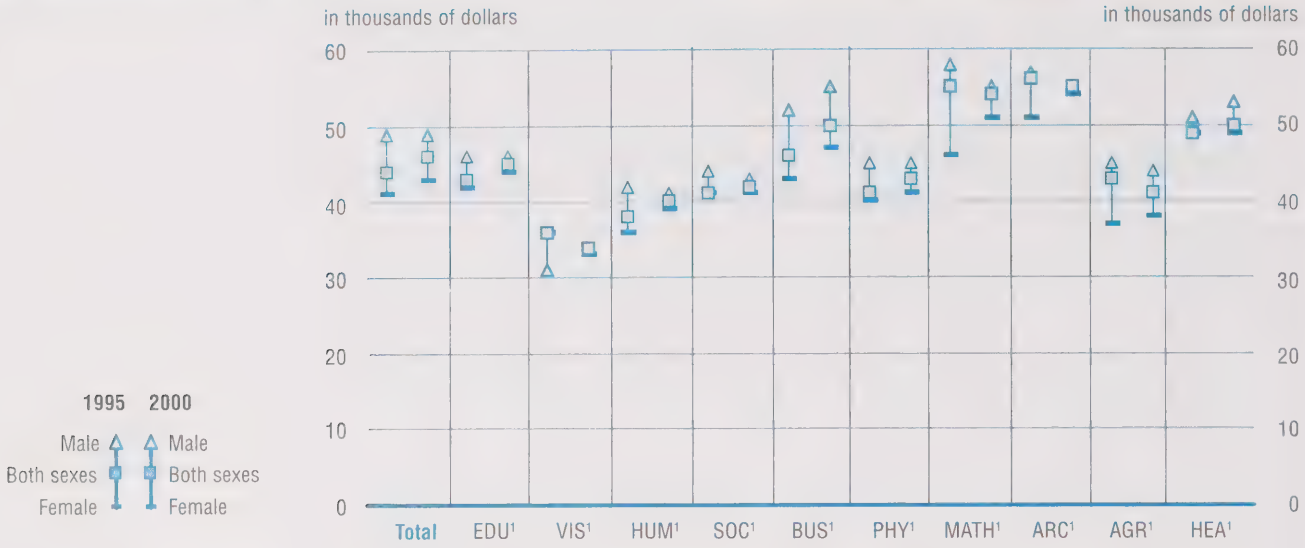
The distribution of earnings of 2000 graduates shows that males typically earn more than females, with the greatest difference shown in the 75th percentile two and five years after graduation (Table E.2.9). The gap in distribution of earnings between college and university graduates grew five years after graduation, with a difference of $13,000 in the 50th and 75th percentiles, compared with a difference of $10,000 in the 50th and $12,000 in the 75th percentiles two years after graduation.

Two years after graduation, in both 1995 and 2000, median earnings for college graduates remained steady for both males and females (Table E.2.10). By contrast, five years after graduation, earnings decreased for males and were steady at $31,000 for females. All fields of study saw an increase in earnings in 2000 from two to five years after graduation. Class of 2000 graduates from education programs at the college level had the lowest median earnings both two and five years after graduation. By comparison, architecture, engineering and related technologies graduates had the highest earnings. In addition, across fields of study there is generally a larger gap at the college level than at the university level between male and female earnings, with significant gaps occurring in humanities and personal, protective and transportation services.

Among university graduates, median earnings differ significantly from those of college graduates and generally increased between 1995 and 2000 for men and women in most fields of study (Chart E.2.5 and Table E.2.11). However, there was considerable variation in median earnings among fields of study. Five years after graduation, median earnings of 2000 university graduates ranged from $34,000 for graduates from visual and performing arts and communications technologies to $55,000 for graduates from architecture, engineering and related technologies. While female university graduates earned less than males in most fields, the gender gap in earnings narrowed over the period, with the largest decrease in the gap occurring in mathematics, computer and information sciences.

Chart E.2.5

Median annual earnings of 1995 and 2000 university graduates working full-time, five years after graduation, by sex and selected field of study (in thousands of 2001 constant dollars)



1. EDU - Education; VIS - Visual and Performing Arts, and Communications Technologies; HUM - Humanities; SOC - Social and Behavioural Sciences, and Law; BUS - Business, Management and Public Administration; PHY - Physical and Life Sciences, and Technologies; MATH - Mathematics, Computer and Information Sciences; ARC - Architecture, Engineering and Related Technologies; AGR - Agriculture, Natural Resources and Conservation; HEA - Health, Parks, Recreation and Fitness.

Note: Some data should be used with caution. Please see Table E.2.11 for more details.

Source: Table E.2.11.

Mobility of postsecondary students and graduates

For both 1995 and 2000 graduates, a higher proportion of university students than college students migrated out of their home province to study (Tables E.2.12 and E.2.13). Among 2000 university graduates, 8.6% had left their province of residence to study at a university in another jurisdiction. This was more than twice the rate of student mobility among college graduates (3.5%).

Unlike 1995 graduates, graduate migration was higher than student migration for 2000 university and college graduates. Among the 2000 university graduates, the percentage of graduates who had left their jurisdiction of study two years after graduation (11.6%) exceeded the percentage of students who had left their jurisdiction of residence to attend university (8.6%). At the college level, 5.9% had left their jurisdiction of study two years after graduation, surpassing the percentage of students who had left their jurisdiction of residence to attend college (3.5%) (Table E.2.13). In 1995, the situation was the opposite, with student migration higher than graduate migration, especially at the university level (Table E.2.12).

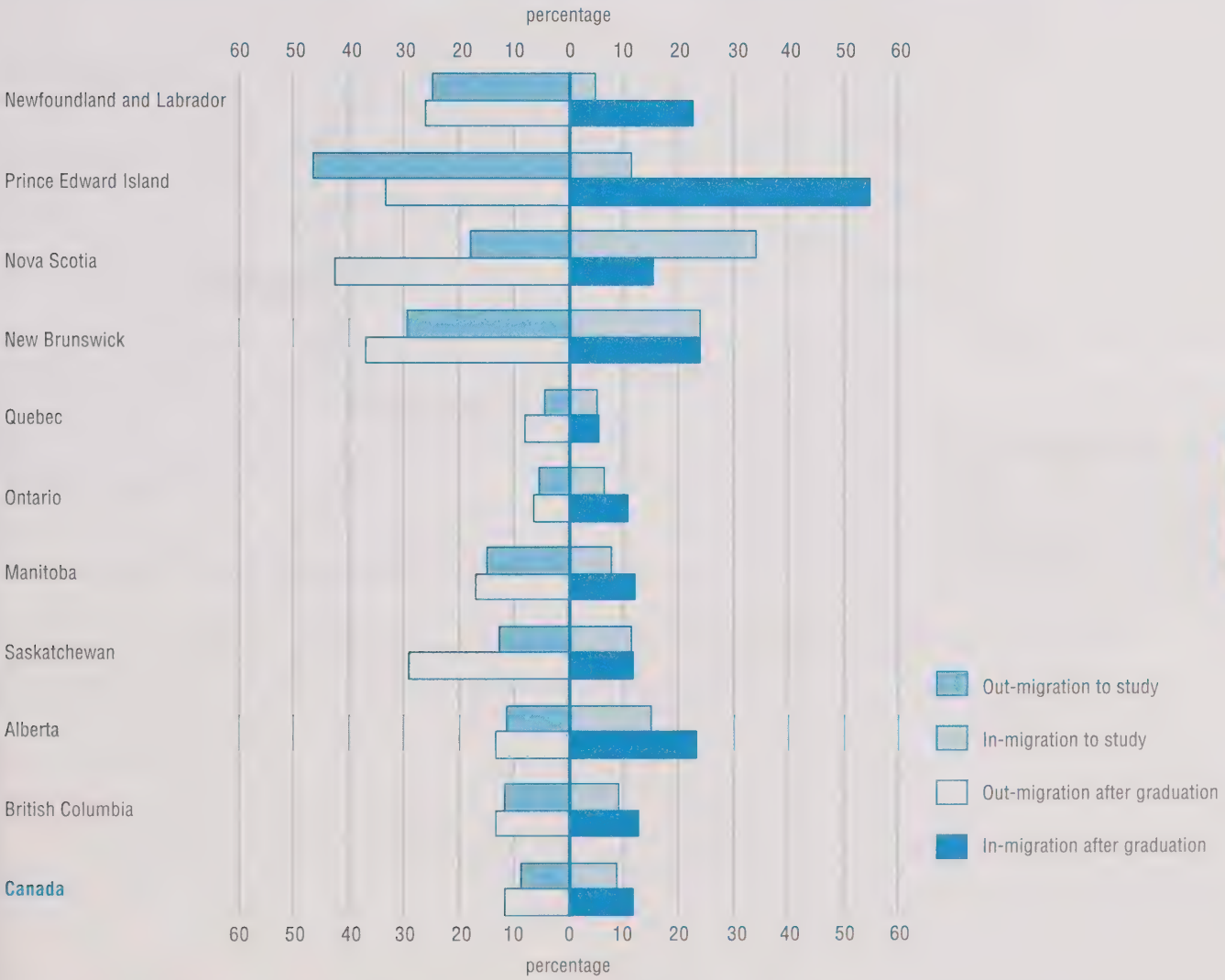
In 2000, Quebec and Ontario continued to experience lower rates of out-migration of students and graduates at the university level than was the case for other jurisdictions (Chart E.2.6). Ontario also had lower rates of student and graduate mobility at the college level (Chart E.2.7). Alberta gained the most overall from mobility as a result of net in-migration for college and university graduates. At the

college level, Alberta is the only jurisdiction with any substantial gains from net overall migration. At the university level, the only other province with gains from net overall migration is Ontario, albeit with a much lower rate.

Newfoundland and Labrador continued to experience the largest losses in percentage terms due to student and graduate mobility at the college level, followed closely by the territories. At the university level, many provinces experienced substantial net losses due to student and graduate mobility. They include Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick, Manitoba and Saskatchewan. Among 2000 university graduates, Nova Scotia gained from student migration, however because of a larger out-migration of graduates Nova Scotia experienced a substantial net loss from overall migration.

Chart E.2.6

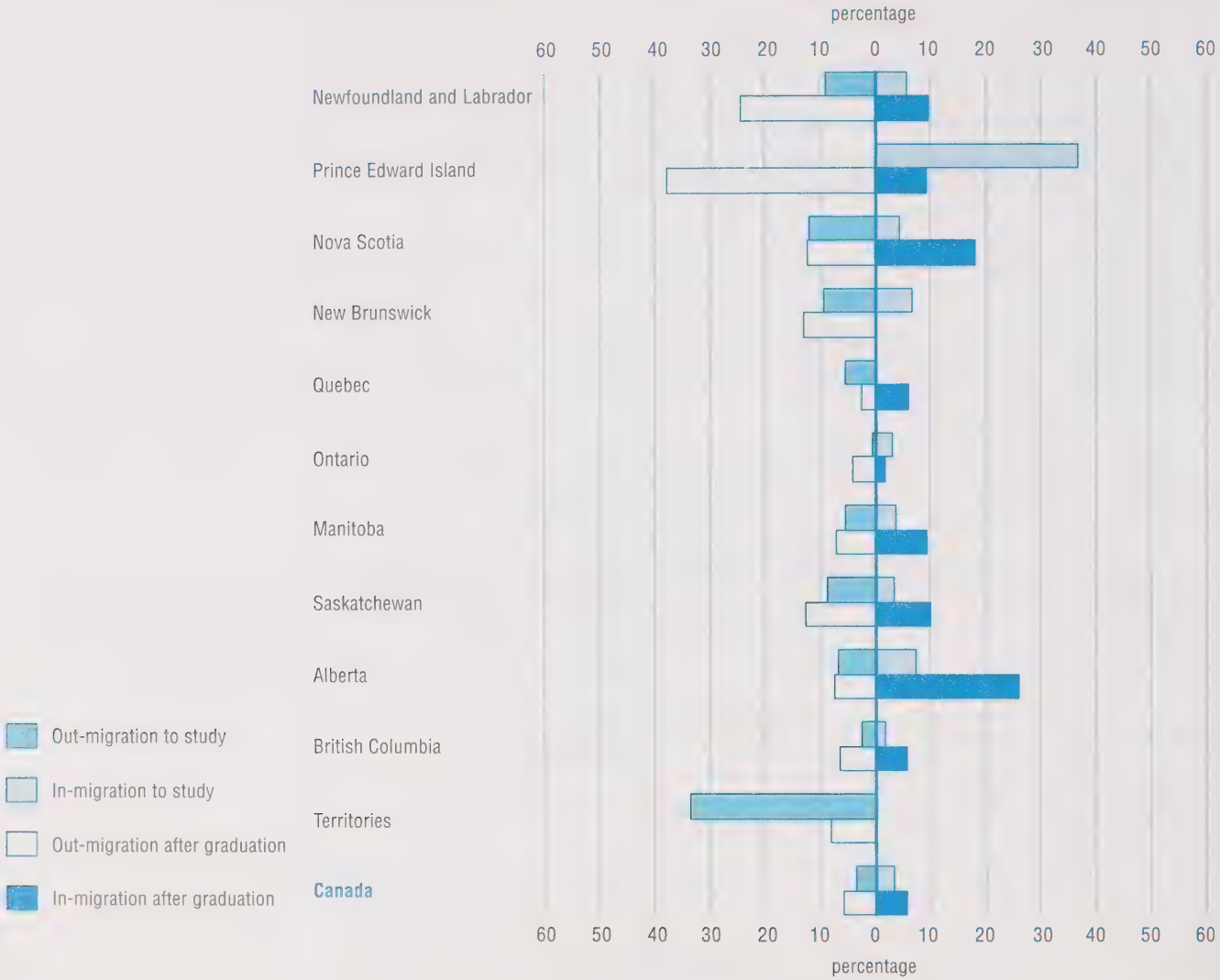
Mobility characteristics of the class of 2000, university graduates, Canada and provinces



Source: Table E.2.13.

Chart E.2.7

Mobility characteristics of the class of 2000, college graduates, Canada and jurisdictions



Note: Data points not shown in the chart are too unreliable to be published or have been suppressed to meet the confidentiality requirements of the *Statistics Act*. The chart also contains certain estimates with relatively high coefficients of variation. Please see Table E.2.13 for more details.

Source: Table E.2.13.

Labour market outcomes

Context

This indicator shows the labour market outcomes for different levels of education in terms of unemployment and earnings.

An important goal of education is the development of citizens who are able to participate as effective workers in a modern knowledge-based economy and society. This indicator focuses on two important labour market outcomes by examining differences in unemployment rates and earnings by level of educational attainment in Canada and other industrialized countries. It also looks at these differences for younger cohorts, providing indications as to how youth with different levels of education are coping in the transition from school to work. With the recently available Labour Force Survey data on the Aboriginal population in Western Canada, it sheds some light on the relationship between levels of education and unemployment rates among the off-reserve Aboriginal people from these provinces.

These measures can help students and educators understand the benefits of higher education and can point to segments of the population where policy intervention may be needed.

E3

Findings

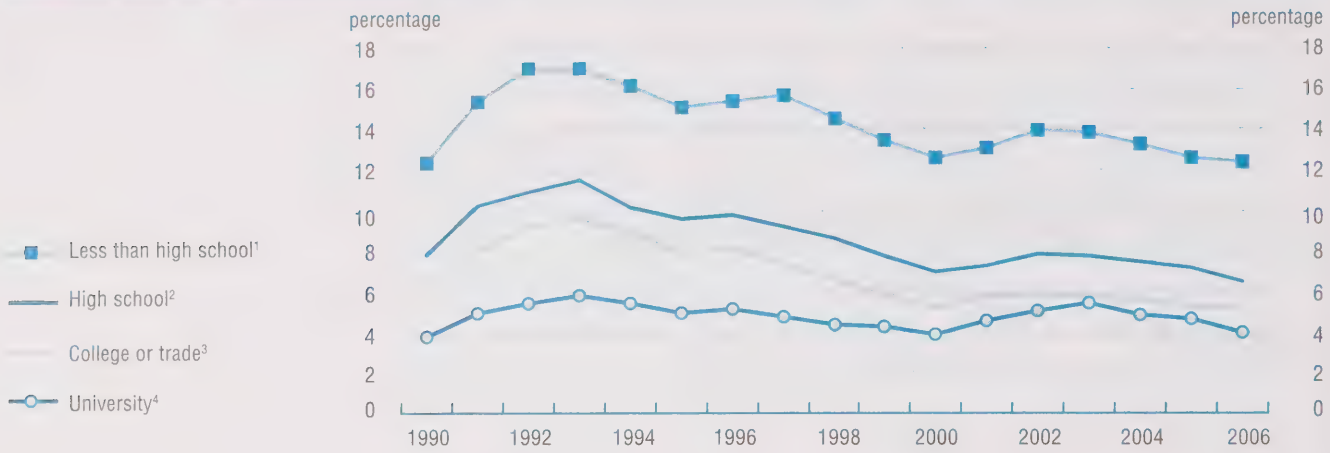
Unemployment rates and level of education

In Canada, the early 1990s were marked by a recession that bottomed out in 1993, with unemployment rates reaching 11%. The economy recovered in the second half of the 1990s and unemployment rates gradually dropped to 6% by 2006 (Table E.3.1).

While unemployment rates were high for all individuals in the early 1990s, those with higher education fared best. At the lowest point of the recession, the unemployment rate for Canadians without high school completion was 17% compared with 6% for university graduates. By 2006, the unemployment rate had fallen to 12% for those with less than high school and 4% for university graduates (Chart E.3.1).

Chart E.3.1

Unemployment rates of population aged 15 and over, by level of education, Canada, 1990 to 2006



1. Includes individuals having no education or education below high school graduation.
2. Includes high school graduates and individuals who have some postsecondary education (not completed).
3. Includes individuals with trade certificate or diploma from a vocational school or apprenticeship training; non-university certificate or diploma from a community college, CEGEP, school of nursing and similar programs at this level; university certificate below bachelor's level.
4. Includes individuals with bachelor's degree or university degree/certificate above bachelor's level.

Notes: The data for 1995 to 1998 have been revised and are different from those previously published in 2005 PCEIP Report (Statistics Canada and Council of Ministers of Education, Canada. 2005. *Education indicators in Canada: Report of the Pan-Canadian Education Indicators Program.* Catalogue no. 81-582-XIE. Ottawa.).

The unemployment rate is based on a monthly average from January to December.

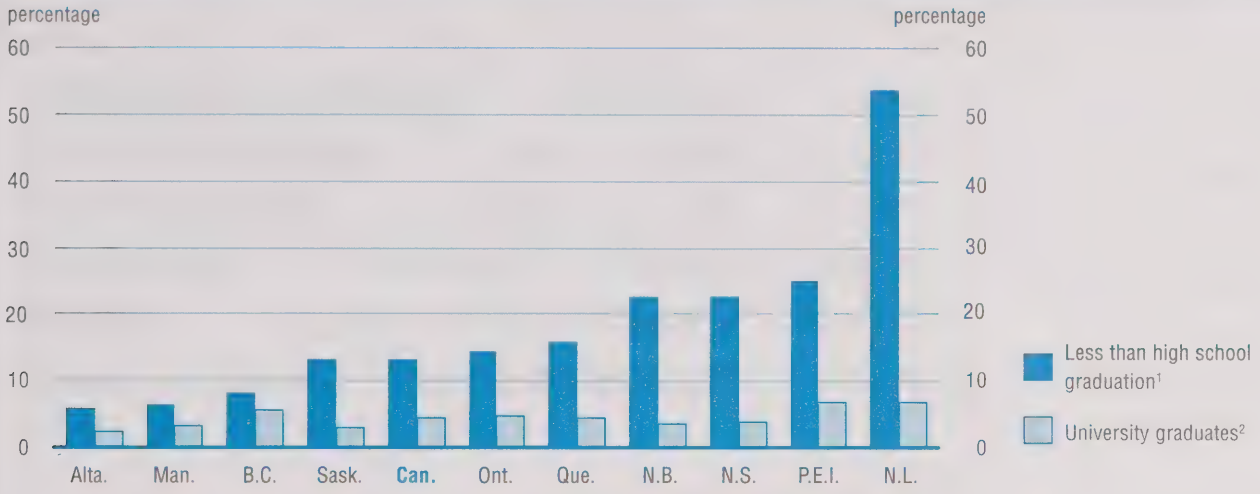
Source: Table E.3.1.

In 2006, the unemployment rate for 25- to 29-year-olds with less than high school stood at 13% compared with 4% for university graduates (Table E.3.2). In 2006, the unemployment rates of university-educated 25- to 29-year-olds were between 2% and 7% in all provinces. On the other hand, unemployment rates for those who did not complete high school ranged from 6% in Alberta to over 20% in the four Atlantic provinces (Chart E.3.2).

Overall, unemployment rates for people with less than high school education were at least double those of university graduates in all provinces except for British Columbia in 2006 and in more than half of them, they were more than three times higher (Chart E.3.2 and Table E.3.2). Youth with low educational attainment are most at risk of economic marginalization, especially in weaker labour markets.

Chart E.3.2

Unemployment rates of 25- to 29-year-olds, selected levels of education, Canada and provinces, 2006



1. Includes individuals having no education or education below high school graduation.
2. Includes individuals with bachelor's degree or university degree/certificate above bachelor's level.

Note: The unemployment rate is based on a monthly average from January to December.

Source: Table E.3.2.

Unemployment rates and level of education in the Aboriginal population

Among the Aboriginal population aged 15 and over, higher levels of formal educational attainment are also associated with lower unemployment rates. This pattern is illustrated with the off-reserve Aboriginal labour force data for Manitoba, Saskatchewan, Alberta, and British Columbia, for 2005 and 2006. In 2005, the unemployment rate for Aboriginal people with less than high school education stood at 21.5% compared with 3.7% for university graduates (Table E.3.3). In 2006, even though the unemployment rate for Aboriginal university graduates increased 2.2 percentage points over 2005, individuals in this group were still almost three times less likely to be unemployed than Aboriginal people who did not complete high school.

Education and earnings

Educational attainment has a strong impact on earnings. For individuals, the expectation of higher incomes is an incentive to invest in further education.

The distribution of earners by educational attainment demonstrates a polarization of earnings, with higher levels being largely dominated by those with the highest amount of educational achievement. In 2000, more than 60% of earners in the lowest annual earnings category (less than $20,000) had no more than a high school education. However, more than 60% of earners in the top category ($100,000 or more) had a university degree (Chart E.3.3 and Table E.3.4).

Chart E.3.3

Distribution of earners, by educational attainment at different earnings levels, Canada, 2000



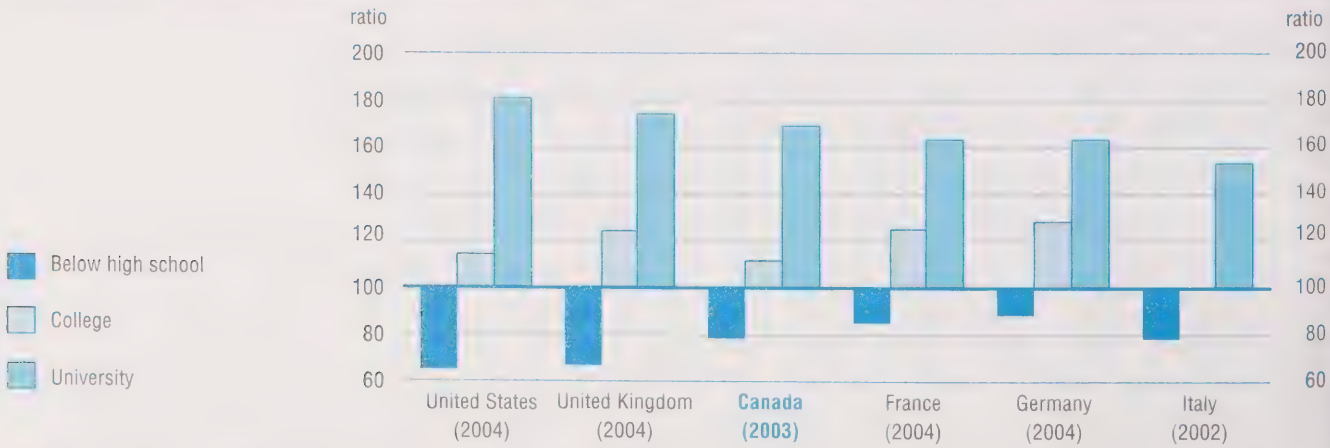
1. Includes individuals having no education or education below high school graduation.
2. Includes high school graduates and individuals who have some postsecondary education (not completed).
3. Includes graduates of trade-vocational programs.
4. Includes graduates of community colleges, CEGEPs, schools of nursing and similar programs at this level.
5. Includes individuals with a university degree or certificate (below or above bachelor's degree).

Source: Table E.3.4.

In 2003, mean annual earnings (before taxes) were 69% higher for university graduates and 12% higher for college or trade graduates than for individuals with high school diplomas (Table E.3.5). Those who did not complete high school earned 22% less than those who did. Comparable differences exist across industrialized countries (Chart E.3.4).

Chart E.3.4

Relative earnings for 25- to 64-year-olds, by level of educational attainment, selected OECD countries (high school and trade-vocational education = 100), 2002, 2003 and 2004



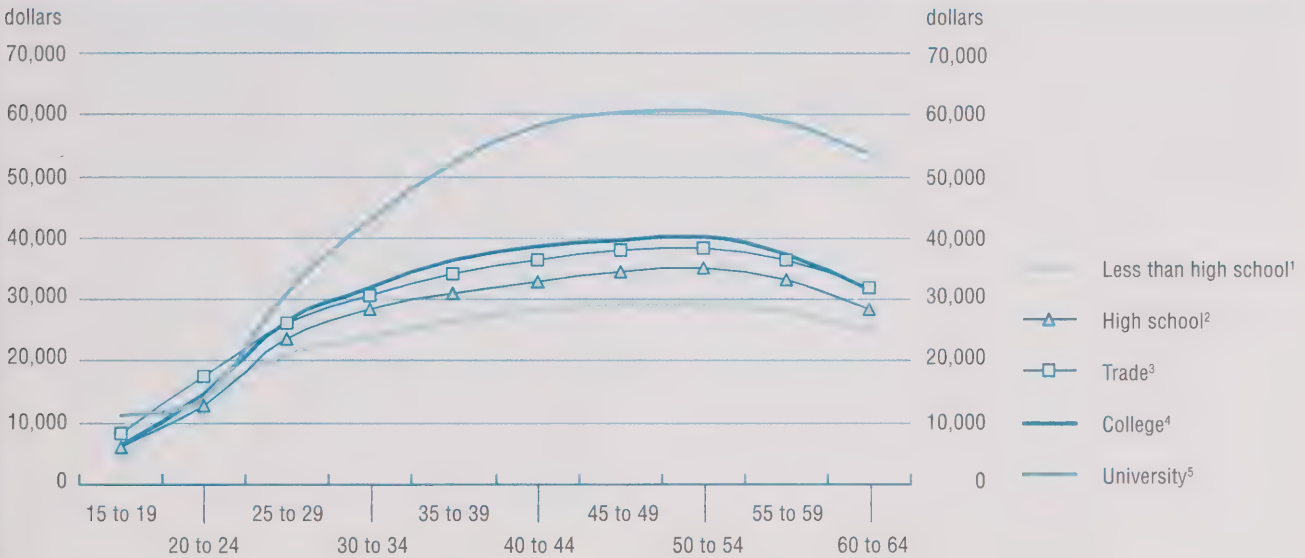
Notes: Countries are ranked in descending order of relative earnings for the population with university education. Data for Italy not available at the college level.

Source: Table E.3.5.

Differences in mean annual earnings by level of education increased with age and, in 2000, peaked in the 50-to-54 age group (Table E.3.6).The gaps are largest when university graduates are compared with other workers. In the 25-to-29 age group, university graduates earned an average of $31,000, or about a third more than those with less than high school, who earned $21,000 (Chart E.3.5). In the 50-to-54 age group, university-educated workers earned an average of $61,000, more than twice the earnings of workers with less than high school ($29,000).

Chart E.3.5

Average employment income, by age group and education level, Canada, 2000



1. Includes individuals having no education or education below high school graduation.
2. Includes high school graduates and individuals who have some postsecondary education (not completed).
3. Includes graduates of trade-vocational programs.
4. Includes graduates of community colleges, CEGEPs, schools of nursing and similar programs at this level.
5. Includes individuals with a university degree or certificate (below or above bachelor's degree).

Source: Table E.3.6.

Appendices

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Structure of education and training in Canada

In Canada, education is the responsibility of the 10 provinces and 3 territories. While educational structures and institutions across the country are similar in many ways, they have been developed by each jurisdiction to respond to the particular circumstances, geographical situation, and historical and cultural heritage of the population they serve. This appendix describes the various structures and organization of education and training in Canada today.

Pre-elementary programs

Pre-elementary programs—pre-Grade 1 education offered by public, private, and federal schools, as well as schools for the visually and hearing impaired—are available to children, typically 4 or 5 years of age, in all jurisdictions.

Most jurisdictions offer one year of public pre-elementary programs, with Quebec, Ontario, Manitoba, Saskatchewan, and Alberta offering additional years (see Figure 1 at the end of this appendix). In most jurisdictions, pre-elementary programs in the year before Grade 1 are offered to children who turn 5 years of age by a certain date in the school year as specified in jurisdictional legislation. In most jurisdictions, attendance in these programs is optional, although in Nova Scotia, and New Brunswick it is mandatory. The intensity of these programs varies by jurisdiction, some offering full-day programs, some offering half-day programs, and some offering both.

In Quebec, one additional year of pre-elementary programming is publicly available to some 4-year-olds with disabilities or from low-income families. In Ontario, the provision of an additional year of pre-elementary (for 4-year-olds) is dependent on the choice of the local school board, with funding coming from the Ministry of Education. In Ontario, all school boards offer this program for their students. In Manitoba, one additional year of pre-elementary programming is offered at the discretion of each school division with two school divisions currently providing this program, which is not funded by the Department of Education. Two additional years of pre-elementary programming are funded in schools in Saskatchewan communities where a significant portion of pre-school children are not ready to participate fully in the learning opportunities offered to kindergarten and Grade 1 students. These programs are not mandatory and not universal. Alberta also offers two additional fully funded years of pre-elementary programming, targeted to students with disabilities or to those who are considered talented/gifted.

Appendix 1

In addition to publicly provided programs, some private schools in all jurisdictions also offer one or more years of pre-elementary programming. However, it is important to note that private day-care programs or early childhood education programs are not offered as part of the formal education system and are not included in the data presented in this report on pre-elementary programs.

Elementary and secondary education

Public education is provided free to all Canadian citizens and permanent residents until the end of secondary school—normally at age 18. The ages for compulsory schooling vary from one jurisdiction to another; generally, schooling is required from age 6 or 7 as of a certain date as specified in jurisdictional legislation (age 5 in New Brunswick and British Columbia) to age 16. In New Brunswick, since July 1, 1999, schooling is compulsory to the age of 18 or until graduation, with all students who were in the system as of that date affected by the new regulation.

In most jurisdictions, elementary-secondary education consists of 12 years of study, Grades 1 through 12; the only exception is Quebec. Quebec's elementary-secondary system has 11 years—6 years of elementary school and 5 years of secondary school. Following a major change in policy, 2002–2003 was the last year for Grade 13 in Ontario. One immediate consequence of this change was the "double cohort" of students entering the postsecondary system in 2003-2004 (comprising the last graduating class from the old system with the extra year and the first graduating class from the new system).

The elementary-secondary continuum is broken up into different grade combinations in different jurisdictions so that the point of transition between elementary and secondary school varies from jurisdiction to jurisdiction (see Figure 1 at the end of this appendix).

The organization of grades in schools varies by jurisdiction and can also vary at the local level within a jurisdiction. Elementary schools cover the first six to eight years of compulsory schooling. Afterwards, children may proceed to a middle school or junior high/intermediate school that usually covers Grade 6 or 7 to Grade 8 or 9, or they may go directly to a secondary education program. In many northern and rural communities, one school building may house all levels, from kindergarten to Grade 11 or 12.

A great variety of programs—vocational (job training) as well as academic—is offered at the secondary level. Some jurisdictions offer dual credit courses that simultaneously give students both high school and postsecondary credits.

Secondary school diplomas are granted to students who pass the compulsory and optional courses of their programs.

Public funding at the pre-elementary and elementary-secondary levels comes either directly from the provincial/territorial government or through a mix of provincial transfers and local taxes collected either by the local government or by school boards with taxing powers. Private school funding comes primarily from fees and endowments, except in Quebec, which also provides funds for private schools (which have discretion over admission criteria). Manitoba also provides some provincial funding to private schools that meet specified provincial requirements. The federal government pays for the tuition fees of Aboriginal children and for children of employees who live on Federal Crown lands (National Defence, Agriculture and Transport).

Postsecondary education

Once secondary school has been successfully completed, students may apply to a college career program or to a university. Traditionally, enrolment in trade-vocational programs, such as apprenticeship or other programs geared towards preparation for employment in an occupation or trade, did not require graduation from secondary school. However, requirements are evolving so that more and more programs, especially in trades dealing with advanced technology or having implications for public safety, are now requiring high school graduation.

Apprenticeship training involves a contract between an apprentice and an employer, registered with the jurisdiction, in which the employer provides the apprentice with training and experience for a trade. Programs vary in length from two to five years, depending on the trade. Registered apprenticeship combines on-the-job experience with four- to eight-week periods of in-class training each year of the program. In most jurisdictions the in-class portion is usually taken at a postsecondary institution during the apprenticeship training. However, in Quebec, the in-class training is taken prior to beginning an apprenticeship program.

Currently there are approximately 170 registered trades in Canada, each with specific standards and training requirements as set down by each jurisdiction. In some of these trades, apprenticeship certification is compulsory for entry into and practice of the trade, while in others, although it indicates the holder's level of competence, apprenticeship certification is voluntary and one can practise the trade without it. Compulsory and voluntary trades vary by jurisdiction; however, there are similarities across jurisdictions in that compulsory trades commonly include those with advanced technology or that involve public safety. In 45 of the 170 registered trades, the provinces and territories have agreed on interprovincial standards. In these 45 trades, candidates who achieve a standard agreed upon among the provinces qualify for the interprovincial Red Seal and are allowed to work anywhere in Canada without further training or examination.

In this publication, data relating to trade-vocational programs in Quebec that are administered at the elementary-secondary level are reported at that level.

Postsecondary education is available in both government-supported and private institutions, some of which award degrees. A major distinction at an institutional level across all jurisdictions is made between "degree-granting" and "non-degree-granting" institutions. Degree-granting institutions—both public and private—have authority under provincial legislation to grant degrees, and include universities, university colleges, and some community colleges.

Universities typically offer four-year undergraduate programs leading to bachelor's degrees. Advanced degrees include master's degrees, generally requiring two years of study after a first degree, and doctoral degrees, requiring three to five years of postgraduate study and research as well as a dissertation. Not all universities offer advanced degrees, particularly at the doctoral level. In addition to universities, university colleges are recognized degree-granting institutions that offer three- to four-year bachelor's programs. Both universities and university colleges also offer programs leading to diplomas and certificates, but the primary emphasis is on degree programs. Additionally, a number of jurisdictions have begun to give limited degree-granting authority to community colleges. These institutions still offer diploma and certificate programs. The degree programs offered by these institutions are either two-year associate degrees or three- to four-year applied degrees in a particular area of specialty of the institution.

A university or other institution may also be affiliated or federated with another university. Federated institutions are degree-granting institutions responsible for their own administration, but under the federation agreement the granting of degrees rests with the parent institution. Affiliated institutions are ones with limited or no degree-granting authority, and in which the granting of degrees rests with the parent institution. A number of colleges have authority to offer divinity degrees, but are not in the full sense recognized degree-granting institutions.

While the majority of degree-granting institutions are public, private institutions exist in a number of provinces. For many years, there have been private institutions that offer programs in divinity. Increasingly, there are private institutions that offer degree programs in liberal arts, business, and trades.

The systems of public non-degree-granting institutions in Canada for the most part were created by provincial and territorial governments in the 1960s to provide labour market preparation programs as alternatives to the more theoretically oriented programs of universities. Depending on the province or territory, they are called colleges, regional colleges, centres, colleges of applied arts and technology, community colleges, institutes, schools, or, in Quebec, collèges d'enseignement général et professionnel (CEGEPs).

Public non-degree-granting institutions offer vocationally oriented programs in a wide range of semi-professional and technical fields, leading to diplomas and certificates and, in the case of Quebec, to diplomas and attestations. Diplomas are generally granted for successful completion of two- and three-year programs (three-year programs in Quebec), while certificate programs usually take up to one year. In Quebec, attestations are awarded for the completion of shorter technical programs, and are generally viewed as the equivalent to certificates awarded in other jurisdictions.

In Quebec, students wishing to go on to university are generally required to successfully complete a two-year pre-university program offered by CEGEPs. In some circumstances, students with a technical-stream CEGEP diploma of college studies may undertake university studies.

Several college systems offer university transfer programs—typically the first two years of a university undergraduate program, usually in cooperation with a university, at which the remainder of the program would be completed.

Private non-degree-granting institutions are subject to varying degrees of government regulation and can be classified in terms of the extent of government oversight. Recognized institutions are those that have been given authority to grant academic credentials by provincial or territorial governments through charters or legislation that provide mechanisms to ensure institutional and program quality. Non-recognized, but licensed, institutions are primarily monitored by governments with a view to consumer protection rather than institutional or program quality. Finally, non-recognized, non-licensed institutions are private institutions that are not regulated by government.

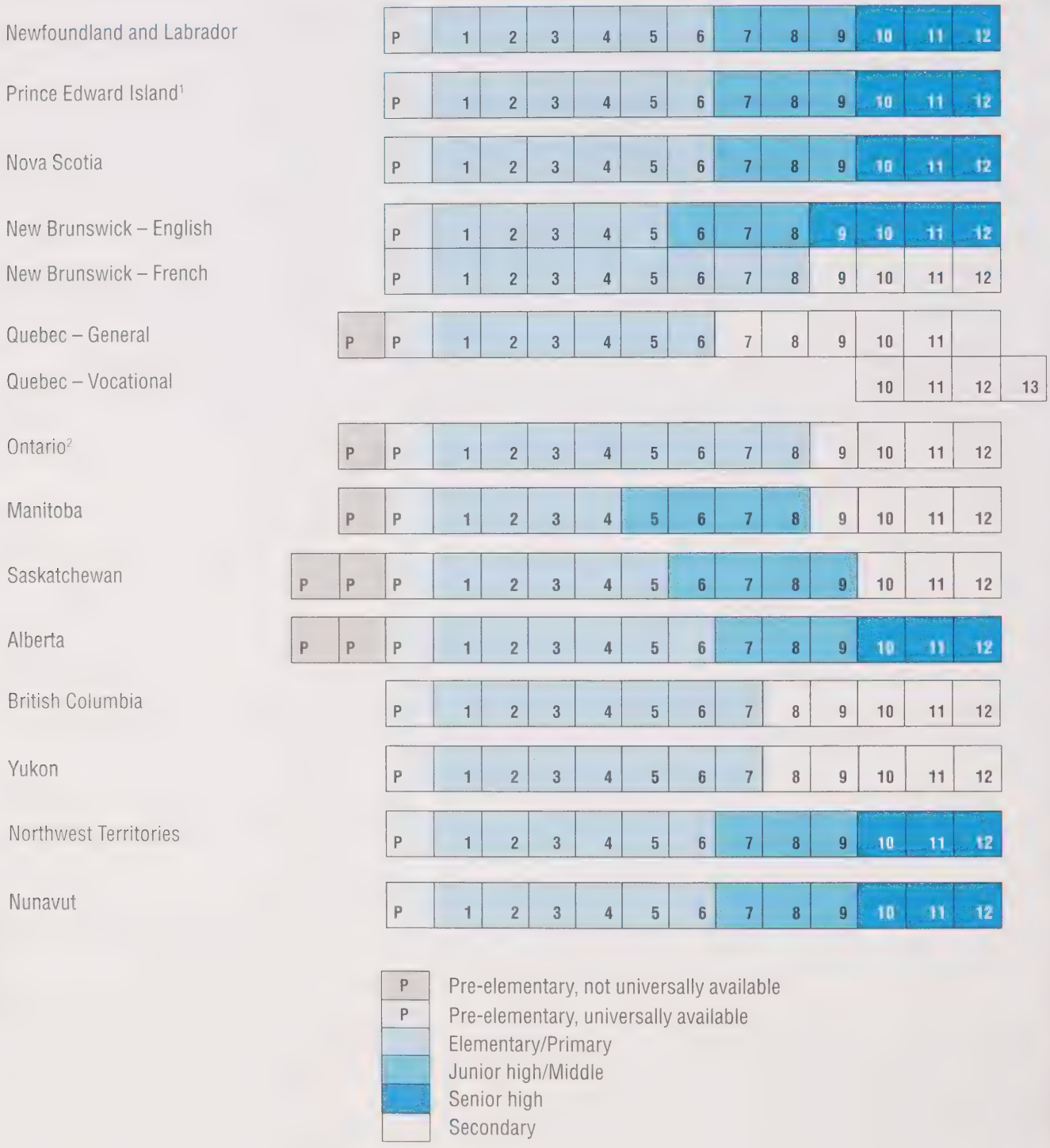
Private non-degree-granting institutions may be called colleges, institutes, schools, or academies depending on the jurisdiction. Credentials issued include diplomas and certificates, with a tendency for programs to be much shorter and more intensive than programs in public institutions. In Quebec, private subsidized institutions may also offer two-year pre-university programs and three-year technical programs.

The source of funds at the postsecondary level will depend on the nature of the institution. For universities and public non-degree granting institutions, public funding comes directly from the provincial/territorial government (mostly in the form of operating and capital grants) and from the federal government (mostly for sponsored research). Private funding for those institutions is made up of tuition and other fees, donations (including bequests), investment, and non-government grants and contracts. Private non-degree-granting institutions receive very little or no public funding, except indirectly through support to students; funding for these private institutions comes mostly from tuition fees.

For a more detailed overview of postsecondary systems in Canada, see the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/postsec/vol1.overview.en.stm.

Figure 1

Levels within pre-elementary and elementary-secondary schools, by jurisdiction



1. Prince Edward Island introduced its pre-elementary program in 2000-2001.
2. 2002-2003 was the last year for the Ontario Academic Course (13th year of high-school).

Glossary

A

Aboriginal ancestry/origin:

Refers to those persons who reported at least one Aboriginal origin (North American Indian, Métis or Inuit) in response to the Census of Population question on ethnic origin. The question asks about the ethnic or cultural group(s) to which the respondent's ancestors belong.

Aboriginal identity:

Refers to those persons who, on the Census of Population, reported identifying with at least one Aboriginal group (North American Indian, Métis or Inuit). Also included are individuals who did not report an Aboriginal identity, but did report being a Registered or Treaty Indian, and/or Band or First Nation membership ("not included elsewhere" category). Registered Indian status refers to those who reported they were registered under the Indian Act of Canada. Treaty Indians are persons who are registered under the Indian Act of Canada and can prove descent from a Band that signed a treaty. The term "treaty Indian" is more widely used in the Prairie provinces.

Aboriginal population:

The Aboriginal population in Canada is not a homogeneous group and there is no single or "correct" definition; the choice of a definition depends on the purpose for which it is to be used. The Census of Population collects information on four concepts: ethnic origin (or ancestry), Aboriginal identity, Registered Indian status, and Band membership.

Academic rank:

This refers to a classification of university teaching staff according to level of academic appointment. Generally, the ranking consists of "full professor" at the top, followed by "associate professor". The "other" category refers to assistant professors, lecturers, and instructors.

After-typical-age graduation rate:

At the secondary school level, the after-typical-age graduation rate is calculated by relating the number of graduates whose age is greater than the typical age of graduation to the population at the typical age of graduation. The typical age of graduation is

Appendix 2

the age at which persons complete high school if they start at the prescribed age and experience no repetition or interruption in their schooling. The typical age of graduation is 18 for all jurisdictions except Quebec, where it is 17.

B

Birth rate:

Number of births per 1,000 population.

C

Capital expenditure:

Expenditures used to purchase assets intended to last longer than one year. It is also a measure of the value of capital acquired during the year in question. These expenditures include spending for the construction, renovation or major repair of buildings and to replace or purchase new equipment.

Career technical programs (by registration status):

These programs, which are offered at community colleges, prepare students to enter occupations at a level between that of the university-trained professional and the skilled tradesperson. Secondary school completion or equivalent is a normal prerequisite for entry. These programs require at least one school year of 24 weeks or more for completion. Most take two or three years and some take longer. One-year programs lead to a certificate and the longer ones lead to a diploma.

> Full-time/part-time: A classification of enrolment as either full time or part time is made according to institutional definitions. Since standard pan-Canadian definitions of full-time and part-time enrolment do not exist, it can be expected that the definitions used by institutions will vary somewhat.

CEGEP:

CEGEP is a French acronym for "Collège d'enseignement général et professionnel." These institutions are at the postsecondary level (students enter CEGEP after completing six years of elementary school and five years of secondary school) and offer two-year pre-university programs and three-year technical programs leading to a Diploma of College Studies (DCS) as well as shorter technical programs leading to an Attestation of College Studies (ACS). A Diploma of College Studies (DCS) is required for admission to university. Pre-university programs lead to university, whereas technical programs generally lead to the labour market, but can, under certain conditions, also lead to university.

Census metropolitan area (CMA):

A census geographical unit consisting of one or more adjacent municipalities centered on a large urban area (known as the urban core). The census population count of the urban core is at least 100,000 to form a census metropolitan area (CMA). To be included in the CMA, other adjacent municipalities must have a high degree of integration with the central urban area, as measured by commuting flows derived from census place of work data. Once an area becomes a CMA, it is retained as a CMA even if the population of its urban core declines below 100,000.

Coefficient of variation (CV):

Coefficients of variation (CV) provide a measure of the reliability of the estimate, taking into account sampling variability. In order to estimate whether the difference between two values is statistically significant, the following formula can be applied to approximate a 95% confidence interval:

$Y \pm 2 (CV \times Y)/100$, where Y is the estimate

This approximate confidence interval gives a range within which the true value in the population is likely to fall. If two confidence intervals do not overlap, then the difference between the two estimates is statistically significant. It should be noted that this formula is approximate because it estimates a confidence interval that is slightly higher than the 95% level of confidence.

College:

Refers to community colleges, CEGEPs, technical institutes, hospital and regional schools of nursing, and establishments providing technological training in specialized fields. In counting the number of institutions, hospital schools of radiography, medical technology and health records are included.

College diplomas and certificates (as presented in Tables D.2.3 and D.2.4):

Includes diplomas and certificates awarded by postsecondary non-university institutions in career-technical and university transfer and university college programs, as well as those awarded by radiography, medical technology, health records and registered nursing programs in hospital schools.

Common-law:

Refers to two people of the opposite sex or of the same sex who live together as a couple, but who are not legally married to each other.

Constant dollars:

Constant dollars are derived by applying a price deflator to convert expenditures displayed in a time series to a price level that existed at a certain point in time (the base year) (see "Basic reference statistics," Appendix 3, 2007 PCEIP Handbook). Constant dollars eliminate the changes in the purchasing power of the dollar over time. The result is a series as it would exist if the dollar had a purchasing power equal to the purchasing power in the base year.

E

Earnings or employment income:

Refers to total income received as wages and salaries, net income from a non-farm unincorporated business and/or professional practice, and/or net farm self-employment income.

Educational attainment:

Measures an individual's highest level of completed schooling, and is sometimes used as a proxy measure of human capital. Levels of educational attainment derived from the Census of Population are as follows:

Less than high school: persons who did not graduate from high school.

High school: high school graduates with no further education, or with some postsecondary education, but with no degree, certificate or diploma.

Trade-vocational: persons with a trades certificate or diploma from a vocational or apprenticeship training.

College: persons with non-university certificate or diploma from a community college, CEGEP, school of nursing.

University: persons with a bachelors degree, university degree or certificate above bachelors, or certificate below bachelors degree.

Elementary schools:

Schools are classified as elementary if they provide Grade 6 and under or a majority of elementary grades.

Elementary-secondary educators:

Includes all employees in the public elementary-secondary school system (either school-based or school district-based) who are required to have teaching certification as a condition of their employment. Generally includes teaching staff, principals, vice-principal, and professional non-teaching staff such as pedagogical consultants, guidance counsellors and special education teachers. It includes all educators in regular public schools, provincial reformatory or custodial schools, and of other students recognized and funded by a province or territory (correspondence or distance programs, private schools or independent schools financed by federal departments such as the Department of National Defence and the Department of Indian and Northern Affairs are excluded). Substitute/Supply teachers, temporary replacement teachers, teachers on leave, student assistants and teaching assistants are excluded. All teachers in regular programs for youth, adult upgrading programs and vocational programs for youth and adults are considered in this definition.

Elementary-secondary enrolment:

Number of students (headcount) enrolled in public elementary-secondary schools operated by school boards or the province in September (or as close as possible thereafter) of the school year. It includes all students in regular public schools (graded and ungraded), provincial reformatory or custodial schools, and other students recognized and funded by a province or territory. It also includes other non-standard enrolment including students receiving educational services (if recognized by the province) and for schools and/or school districts that receive funding in a unique manner. They may be non-graduates who are taking only a few courses required to complete graduation. For example, a student who is enrolled in only 25% of a "regular" course load and for whom the school or school district receives only 25% of the usual funding. This category may not apply to some provinces or territories. It excludes correspondence or distance education enrolments, private school students, independent school students or students in schools financed by federal departments (e.g., the Department of National Defence and the Department of Indian and Northern Affairs).

Elementary-secondary schools:

Schools are classified as elementary is they provide Grade 6 and under or a majority of elementary grades, and secondary if they offer Grade 7 and over or a majority of secondary grades.

Employment rate:

The number of employed persons as a percentage of the population 15 years of age and older. Employed persons are those who, during the Labour Force Survey reference week did any work for pay or profit, or had a job and were absent from work.

Expenditures on research and development (R&D):

Total research and development (R&D) expenditures performed in a country's national territory during a given year. Total research and development expenditures include R&D performed within a country and funded from all sources, including governments, business enterprises, non-profit organizations, higher education institutions and foreign sources, but exclude payments sent abroad for R&D performed in other countries. Total expenditures on R&D represent the aggregate of the total R&D expenditures of the performing sectors (government, business enterprise, higher education, and private non-profit organizations). The definition of (total) expenditures on research and development in a provincial context is similar; expenditures are assigned to the province in which the performing establishment is located.

F

Federal schools:

Include schools administered directly by the federal government, overseas schools operated by the Department of National Defence for dependants of Canadian Forces personnel, and schools operated by Indian and Northern Affairs Canada or by band councils.

Fertility rate:

Number of births per woman.

Full-time equivalent (FTE) elementary-secondary educator:

The number of full-time elementary-secondary educators on September 30th (or as close as possible thereafter) of the school year, plus the sum of part-time educators according to their percentage of a full-time employment allocation (determined by the province or territory).

Full-time equivalent (FTE) enrolment:

Represents full-time elementary-secondary enrolments on September 30th (or as close as possible thereafter) of the school year, plus the sum of part-time enrolments according to their percentage of a full-time enrolment allocation (determined by the province or territory).

Full-time university educators:

Full-time teaching staff in degree-granting institutions who have a teaching assignment and are under contract for 12 months or more. Administrative and support staff are excluded, as are staff solely engaged in research. Teaching and research assistants are also excluded.

G

G-7/G-8:

A group of the leading seven industrialized countries: Canada, France, Germany, Italy, Japan, United Kingdom, and the United States. The group remained at seven until the Russian Federation, which had attended G-7 meetings as an observer throughout the 1990s, was invited to formalize this relationship in 1997 (hence the group became the G-8).

Gender gap (salary):

The average salary of females as a percentage of the average salary of males.

Government student loan programs:

Programs under which provincial and federal governments provide loans to Canadians enrolled in full- or part-time postsecondary education, based on eligibility and need.

Graduates:

Postsecondary level: Students who completed the requirements for degrees, diplomas or certificates from university, college or other postsecondary programs during the calendar year of their graduation. Only graduates from public postsecondary institutions are included.

Secondary school: Students who obtain a secondary school graduation certificate. Does not include people who complete high school outside the regular secondary school systems. Data on graduations from some secondary programs are not uniformly available across jurisdictions, and general education diplomas (GED), adult basic upgrading and education, and graduation from adult day school, which take place outside regular secondary school programs, are in most instances not included. (See the 2007 PCEIP Handbook for a discussion of the differences between graduation rates calculated from administrative data and population surveys.)

Graduate enrolment (by registration status):

This includes university students in master's and doctoral degree programs or in graduate diploma and certificate programs. Also includes hospital residents, and since 1980, interns.

Full-time/Part-time enrolment: A classification of enrolment as either full-time or part-time is made according to institutional definitions. Since standard pan-Canadian definitions of full-time and part-time enrolment do not exist, it can be expected that the definitions used by institutions will vary somewhat.

Graduation rates:

For college and university programs, graduation rates have been calculated by dividing the total number of graduates by the population at the "typical" age of graduation. The typical ages at graduation that have been used in this publication are:

- College: 21
- Bachelor's and first professional degrees: 22
- Master's degrees: 24
- Earned doctorate degrees: 27

This measure should not be confused with a graduation rate that shows graduates as a proportion of enrolment, which is not used in this report.

At the elementary-secondary level, graduation rates are calculated by relating the number of graduates of all ages to the population at the typical age of graduation, where the typical age of graduation is the age at which persons complete high school if they start at the prescribed age and experience no repetition or interruption in their schooling. The typical age of graduation is 18 for all jurisdictions except Quebec, where it is 17. (See also "After-typical-age-graduation rate".)

Gross domestic product (GDP):

Represents the total market value of a country's (or province/territory's) goods and services produced over the year.

H

High school status:

- High school continuers: Respondents who were continuing their studies at a high school institution and who had not yet graduated as of the reference date.
- High school graduates: Respondents who have completed the minimum requirements for a high school graduation certificate, diploma or equivalent are considered to have graduated.
- High school dropouts: Respondents who had not completed the high school graduation requirements, and were not attending high school as of the reference date.

Home language:

Refers to the language spoken most often, or on a regular basis, at home by the individual at the time of the census. In this report data are presented for persons of school age for whom the home language is neither English nor French.

Household:

Refers to a person or a group of persons (other than foreign residents) who occupy a private dwelling and do not have a usual place of residence elsewhere in Canada.

Human capital:

The knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being (this definition has been developed by the OECD and used for the purposes of this report).

I

Immigrants:

Refers to people who are, or have been, landed immigrants in Canada. A landed immigrant is a person who has been granted the right to live in Canada permanently by immigration authorities. Some immigrants have resided in Canada for a number of years, while others have arrived recently. Does not include non-permanent residents who are defined as people from another country who had an employment authorization, a study authorization, or a Minister's permit, or who were refugee claimants at the time of the census and family members living here with them.

Index:

Annual cumulative percentage changes in a variable from a given base year, expressed as an index with the base year equal to 100. An index value of 140, for example, 10 years after the base year, would indicate a 40% increase in the variable over that time period.

Indirect costs of research:

Those costs that are incurred by an institution by virtue of the fact that researchers conduct sponsored or intramural research with the support of the institution. They are expenditures that cannot be identified readily and specifically with a particular project, instructional or other activity of the institution. Examples include the costs of the office of research or intellectual property management services, departmental administration, utilities, physical plant operation and maintenance, library, laboratory furniture and permanent equipment.

Inuit:

Broadly refers to people who are descendants of Aboriginal people who historically inhabited the Arctic regions of Canada, Alaska, Greenland, and Russia, and who self-identify as such.

L

Labour force:

The portion of the civilian, non-institutional population 15 years of age and over who form the pool of available workers in Canada. To be considered a member of the labour force, an individual must be working (either full-time or part-time) or unemployed but actively looking for work.

Labour force participation rate:

The participation rate represents the labour force expressed as a percentage of the population 15 years of age and over.

Literacy, IALSS:

The 2003 International Adult Literacy and Skills Survey (IALSS) assessed adult literacy across four domains:

Prose literacy is the knowledge and skills needed to understand and use information from texts including editorials, news stories, brochures and instruction manuals.

Document literacy refers to the knowledge and skills required to locate and use information contained in various formats, including job applications, payroll forms, transportation schedules, maps, tables and charts.

Numeracy is the knowledge and skills needed to effectively manage the mathematical demands of diverse situations.

Problem solving is the goal-directed thinking and action in situations for which no routine solutions exist. The problem solver has a more or less well defined goal, but it is not immediately obvious how to reach it. The incongruence of goals and admissible operators constitutes a problem. The understanding of the problem situation and its step-by-step transformation, based on planning and reasoning, constitute the process of problem solving.

Literacy, PISA:

The OECD initiated the Programme for International Student Assessment (PISA) to provide policy-oriented international indicators of the skills and knowledge of 15-year-old students. PISA assesses youth in three domains: reading literacy, mathematical literacy, and scientific literacy. These domains are defined in PISA as:

> **Reading literacy** is the ability to understand, use, and reflect on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.
>
> **Mathematical literacy** is the capacity to identify, understand and engage in mathematics, and to make well-founded judgments about the role that mathematics plays in an individual's current and future private life, occupational life, social life with peers and relatives, and as a constructive, concerned and reflective citizen.
>
> **Scientific literacy** is defined as the capacity to use scientific knowledge, to identify questions and to draw evidence-based conclusions in order to understand and help make decisions about the natural world and the changes made to it through human activity.

Living arrangements:

Cohabitation status or household composition of the school-age population. For instance: living with parent(s), with the sub-categories of married parents, common-law parents and lone parent; as well as not living with parent(s), including the sub-categories of living as a spouse, living as a lone parent, and other living arrangements.

Lone parent:

Guardians and adults, regardless of marital status, without a partner but with children in their care.

Low income:

The income level, conveyed by Statistics Canada's low-income cutoffs (LICOs), at which a family may be in "straitened circumstances" because it has to spend significantly more of its income on the basics (food, shelter and clothing), than does the average family. The LICOs depend on family and community size.

Low-income cutoffs (LICOs): Low-income cutoffs (LICOs):

Represent an income threshold where a family is likely to spend 20% more of its income on food, shelter and clothing than the average family, leaving less income available for other expenses such as health, education, transportation and recreation. LICOs are calculated for families and communities of different sizes.

M

Medium-growth scenario, Aboriginal population:

Assumes that fertility and mortality will be declining, that migration trends will continue their course as observed during the second half of the 1990s, and that fertility will undergo a slow decline over the projected period.

Medium-growth scenario, total Canadian population:

Assumes that fertility and immigration remain at their current levels throughout the projection period. It also assumes that Ontario, Alberta and British Columbia gain population through interjurisdictional migrations and that all other jurisdictions lose population through interjurisdictional migrations.

Métis:

Broadly refers to people who are of mixed Aboriginal and non-Aboriginal ancestry and who self-identify as Métis.

Migration rate:

The rate of out- (in-) migration to study is defined as the number of graduates who left (entered) a jurisdiction to pursue their studies, as a percentage of the number of graduates by jurisdiction of residence prior to enrolment. Used as a measure of "student mobility". The rate of out- (in-) migration after graduation is defined as the number of graduates who left (entered) a jurisdiction two years after graduation, as a percentage of the number of graduates of the jurisdiction. Used as a measure of "graduate mobility".

N

North American Indian:

This term is used for those persons who self-identify North American Indian, and broadly refers to people who consider themselves as part of the First Nations in Canada, whether or not they have legal Indian status according to the Indian Act of Canada.

Not in the labour force:

Persons not in the labour force are those who, during the Labour Force Survey reference week, were unwilling or unable to offer or supply labour services under conditions existing in their labour markets; that is, they were neither employed nor unemployed.

O

Operating expenditures:

Expenditures which an institution purchases and consumes within a year and which the institution purchases on an ongoing basis. Examples of operating expenditures include costs directly attributable to instruction such as salaries, instructional aids, administrative support, teacher development, and costs for other educators such as counsellors. In this report, operating expenditures are categorized further into:

> **Compensation of staff (educators and other staff):** Expenditure on compensation of staff includes gross salaries (before deduction of taxes, contributions for retirement or health care plans, and other contributions or premiums for social insurance or other purposes), plus expenditure on retirement (actual or imputed expenditure by employers or third parties to finance retirement benefits for current educational personnel) and other non-salary compensation (fringe benefits).
>
> Statistics on compensation of university staff are categorized as follows: academic salaries paid to full- and part-time staff members engaged in instruction and research activities; other salaries and wages paid to other full- and part-time staff; and benefits such as pensions, group life insurance, medical and dental plans and other employee benefit plans.

Other operating expenditures: Covers all non-salary related items such as spending on tuition fees and books, spending attributable to research and development, utilities, school services under contract, building operations and maintenance staff and so on. Other non-salary costs include those related to the maintenance of buildings as well as supplementary costs such as lunch programs and transportation.

Organisation for Economic Co-operation and Development (OECD):

A multidisciplinary international body made up of 30 member countries that offers a structure/forum for governments to consult and co-operate with each other in order to develop and refine economic and social policy. While the OECD does not set rules and regulations to settle disputes like other international bodies, it encourages the negotiation of agreements and the promotion of legal codes in certain sectors. Its work can lead to binding and non-binding agreements between the member countries to act in a formal way. The OECD is best known for its publications and statistics. Its 30 member countries are: Australia, Austria, Belgium, Canada, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Japan, Korea, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, the Slovak Republic, Spain, Sweden, Switzerland, Turkey, United Kingdom, United States.

P

Participation rates in education:

This is calculated by taking the total enrolment of a particular level of education as a percentage of a specified population group.

Peabody Picture Vocabulary Test-Revised (PPVT-R):

The Peabody Picture Vocabulary Test-Revised (PPVT-R) is administered to 4- and 5-year-olds. This test measures children's receptive language skills or the verbal component of intelligence. It is a "normed" test; that is, participants' performances are reported and scored relative to that of an overall population. A wide range of scores represents an average level of ability, taking the age of the child into consideration. Scores below the lower threshold of this range reflect a delayed receptive vocabulary, and scores above the higher threshold demonstrate an advanced receptive vocabulary.

The PPVT-R is scaled to an average of 100. The range of average receptive vocabulary measured by the PPVT-R covers scores from 85 to 115. A score below 85 is considered a delayed score, and a score above 115 is considered an advanced score. Scoring is adjusted to reflect different abilities of 4- and 5-year-olds.

Per capita expenditure:

This measure divides the spending on education in Canada, or in a province or territory, by the total population, to show how much is spent on education per person.

Postsecondary education status:

Refers to a youth's overall postsecondary status.

Postsecondary graduates: Respondents who have graduated from a postsecondary institution (i.e., respondents who have completed the graduation requirements towards a diploma, certificate or degree) and includes both graduate continuers and graduate non-continuers.

Postsecondary graduate continuer: Someone who has already graduated from a postsecondary institution and is attending an additional postsecondary program as of the reference date.

Postsecondary graduate non-continuer: Someone who has graduated from a postsecondary institution and is not pursuing additional education in a postsecondary institution as of the reference date.

Postsecondary continuers: Someone who is attending a postsecondary education institution but has not yet graduated as of the reference date.

Postsecondary dropouts: Someone who has attended postsecondary education but is no longer pursuing it and has never graduated from a postsecondary education institution as of the reference date.

High school dropout, no postsecondary education: Refers to someone who has dropped out of high school and has never attended postsecondary education as of the reference date.

High school graduate, no postsecondary education: Refers to someone who is a high school graduate and has never attempted postsecondary education as of the reference date.

Pre-elementary programs:

Pre-Grade 1 programs offered by public, private and federal schools, as well as schools for the visually and hearing impaired, generally targeting children 4 or 5 years of age. Junior and senior kindergarten programs in the formal education system are included, but early childhood education programs outside the formal education system are not included.

Private business colleges:

Private schools, licensed or not by a jurisdiction, providing professional and vocational training for profit.

Private expenditures:

Expenditures on education by households or other private entities (commercial and not-for-profit) consisting of:

- Fees paid to educational institutions (e.g., for tuition, registration, laboratory, lodging, meals and for other services provided to students by the institution). Note that Statistics Canada surveys only institutions and, therefore, costs for off-campus housing not provided by the institution are not included in the total amount spent.
- Financial aid to students or households coming from private sources (e.g., scholarships from business firms and religious and other non-profit organizations).
- Direct payments by private entities to educational institutions (e.g., contributions or subsidies to vocational-technical schools, contracts let to universities for research or other services, grants to educational institutions from non-profit organizations, charitable donations [other than from households], expenditures by private employers for apprenticeship training and other school and work-based educational programs).

Private schools:

Operated and administered by individuals or groups. They may be either denominational or non-denominational.

Private revenues at universities:

Revenue obtained from any source other than government, categorized as:

Student fees: Payments obtained from students directly in the form of tuition and other fees.

Non-government grants and contracts, donations and bequests: Financial support received by colleges and universities from donors, wills from grants and contracts from sources other than government, the latter provided with specific stipulations.

Sales: Revenue from sales of services and products by the institution.

Investment: Revenue from dividends, bonds, mortgages, short-term notes and bank interest.

Miscellaneous revenue of colleges and universities: Commissions, royalties and fees from the use of institution-owned rights or properties, fees for services rendered, library and other similar fines, rentals, net gain or loss on the sale of fixed assets and any type of revenue not identified under other forms of revenue.

Public college and institute enrolment (by registration status

Includes enrolment in publicly funded colleges and institutes only. Colleges and institutes are institutions created under the authority either of a province's Colleges Act or equivalent, or under a Societies Act or equivalent with education as a primary purpose. These institutions are created primarily to offer certificate, diploma, and transfer or continuing education and professional development programs three years or less in length. They generally require high school completion for admissions.

Full-time/Part-time: Full-time/Part-time status is defined by the reporting by the reporting postsecondary institution.

Public expenditures:

Refer to total operating and capital expenditures at all levels of government. Public expenditures include:

- Direct purchases by governments of educational resources (e.g., direct payments of teachers' salaries by a central or regional education ministry, direct payments by a municipality to building contractors for construction of school buildings, procurement of textbooks by a jurisdiction or regional authority for subsequent distribution to local authorities or schools).
- Direct payments by government agencies to educational institutions that have the responsibility of purchasing educational resources themselves (e.g., government block grants to universities which they use to compensate personnel, a government subsidy to a private school, and government payments under contract to a private firm undertaking educational research).
- Direct expenditures designated for capital projects (e.g., building expansions or construction, laboratory equipment in support of research and development).
- Public to private transfers (e.g., financial aid in the form of government scholarships and grants, special public subsidies [such as for transport, medical expenses, studies abroad], family allowances or child allowances that are contingent on student status, student loans).

Note that public expenditures on education as presented in Table B.2.1 are not consistent with this definition as they are derived from a different data source in order to permit comparisons of spending across governmental programs. (See the 2007 PCEIP Handbook for more details.)

Public schools:

Established and operated by local school authorities pursuant to the public schools legislation of the province or territory. Also included in this category are Protestant and Roman Catholic separate schools and schools operated in Canada by National Defence within the framework of the public schools system.

R

Real dollars:

A dollar estimate of the volume of activity obtained by applying the growth in a volume index to the value of a specific series for a given reference period.

Receptive vocabulary:

Receptive vocabulary refers to the understood vocabulary of the child; that is, the number of words a child understands when he or she hears them spoken. A child's (or adult's) understood vocabulary level is measured relative to other individuals of the same age. In the NLSCY, receptive or understood vocabulary level is measured using the Peabody Picture Vocabulary Test – Revised.

Registered apprentices:

Based on data provided by provincial/territorial apprenticeship branches and include all individuals registered in an apprenticeship program, regardless of whether or not they had been enrolled in any formal classroom training during the year. The apprenticeship program can be either Red Seal or non-Red Seal and can be either compulsory or voluntary.

Registered apprenticeship completions:

Refers to those who received a Red Seal or provincial certificate for completing both the in-class and on-the-job training required by apprenticeship programs. The Red Seal or Interprovincial Standards Program was introduced in the late 1950s to make it easier for skilled workers to move across Canada without having to re-qualify in a trade when entering employment in a new province. By comparison, a provincial certificate is valid only for the province in which it is issued. The Red Seal is available in 45 trades at this time, in trades such as cabinet maker, machinist, motor vehicle body repair, roofer, bricklayer and welder.

Registered apprenticeship programs:

A program based on a contract registered with the province/territory, between the apprentice and the employer, in which the employer agrees to provide an opportunity to obtain the experience and skill required for a trade. Programs vary in length from two to five years, depending on the trade. Registered apprenticeship combines on-the-job experience with four- to eight-week periods of in-class training. In most jurisdictions, the in-class portion is usually taken at a postsecondary institution during the apprenticeship training. In Quebec, however, the in-class training is taken prior to beginning the apprenticeship program. Depending on the jurisdiction and trade, graduates of apprenticeship programs can receive both a Certificate of Apprenticeship and a Certificate of Qualification.

Research and development (R&D):

Creative work undertaken on a systematic basis in order to increase the stock of scientific and technical knowledge and to use this knowledge in new applications. The central characteristic of R&D is an appreciable element of novelty and of uncertainty. New knowledge, products or processes are sought. The work is normally performed by, or under the supervision of, persons with postgraduate degrees.

S

School-age population:

Comprises all individuals between the ages of 5 and 24, whether or not they are in school. This is the age range at which most people undertake their formal education.

Schools for the visually or hearing impaired:

Provide special facilities and training for visually or hearing impaired students. Most of these institutions are under direct provincial or territorial government administration.

Secondary schools:

Include public, private and federal schools, and schools for the visually and hearing impaired. Schools are classified as secondary if they offer either Grade 7 and over, or a majority of years at the secondary level.

Sources of funds for university R&D:

Federal government: Through the Natural Sciences and Engineering Research Council (NSERC), the Social Sciences and Humanities Research Council (SSHRC), the Canadian Institutes of Health Research (CIHR), the Canada Foundation for Innovation and federal departments and agencies.

Provincial governments: Including municipal governments.

Business enterprises: Including donations, bequests and contracts from individuals and businesses.

Private non-profit organizations: Including donations, bequests, and contracts from foundations and not-for-profit organizations.

Foreign sources: Funding entities located abroad.

Universities: Universities fund their own R&D using two revenue streams:

General university funds: These represent government transfers (or block grants) to universities that are used to support R&D activity. Although in essence these funds represent indirect government spending on R&D, for the purposes of pan-Canadian statistics they are allocated to university funding due to the difficulty of categorizing these funds as provincial or federal. However in international comparisons, these funds are included as indirect government funding at the overall government level.

Own revenue sources: This refers to self-generated revenue of universities from sources such as tuition fees, investment income, revenue from sales of services and products by the institution and license and patent incomes.

Sponsorship of university R&D:

Refers to university research that is supported either in the form of a grant or by means of a contract from a source external to the institution. Funding sources include government, business enterprises, and donors.

Student–computer ratio:

Total number of students enrolled in a school divided by the total number of computers in the school. This report uses data on this measure from PISA which in turn reports this ratio for schools in which 15-year-olds are enrolled.

Student–educator ratio:

The student–educator ratio is a measure of the human resources available to students in public elementary and secondary schools. It is calculated by dividing the number of full-time equivalent enrolments by the number of full-time equivalent educators.

T

Total expenditures:

Combined public and private expenditures on education.

Trades:

There are approximately 170 registered trades in Canada, each with specific standards and training requirements as set down by each province and territory. Provinces designate each trade as "compulsory" or "voluntary". In order to work in a compulsory trade an individual must either be registered as an apprentice or have the proper certification through completion of apprenticeship training. Voluntary trades also have apprenticeship programs, but registration as an apprentice or certification is not mandatory in order to work in the trade.

Trade-vocational programs:

Trade-vocational programs at community colleges and similar institutions are those that do not require secondary school completion and do not include continuing education or general interest programs. They include the following programs:

> Pre-employment/pre-apprenticeship programs: Provide basic training in a particular trade, offering entry-level skills for employment. These programs also offer the knowledge and skills required to enter an apprenticeship program.
>
> Registered apprenticeship programs: A program based on a contract registered with the province/territory, between the apprentice and the employer, in which the employer agrees to provide an opportunity to obtain the experience and skill required for a trade. Programs vary in length from two to five years, depending on the trade. Registered apprenticeship combines on-the-job experience with six- to eight-week periods of in-class training. In most jurisdictions, the in-class portion is usually taken at a postsecondary institution during the apprenticeship training. In Quebec, however, the in-class training is taken prior to beginning the apprenticeship program. Depending on the jurisdiction and trade, graduates of apprenticeship programs can receive both a Certificate of Apprenticeship and a Certificate of Qualification.

Pre-vocational academic upgrading or basic training for skill development (BTSD programs): Designed to help individuals obtain or upgrade prerequisites in basic education to qualify for further training or employment. They are aimed at improving the students' knowledge in the basic subjects of mathematics, English or French, and the general sciences.

Pre-vocational language programs: These programs offer a basic knowledge of English or French. As second language programs, they are primarily aimed at recent immigrants and others whose first language is neither English nor French.

Skill upgrading or refresher programs: Designed to instruct students in new occupational methods and techniques. Students in these programs have prior training and work experience in their occupation, but require further training, in order that they may keep pace with rapid changes in their field often brought on by new technology.

Job readiness training (JRT): Designed to increase the employability of students wanting to enter or re-enter the labour force. The program assists students by providing them with career exploration, job search, life skills and basic academic training.

Orientation programs: Designed to guide students into trade or vocational occupations and provide them with job search skills. These programs are not designed to teach the skills necessary for specific employment but to provide the student with sufficient knowledge to pursue an occupation. Programs included in this category are career exploration, employment orientation for women, introduction to non-traditional occupations, industrial orientation.

Special training and other programs: Includes training programs designed for the specific needs of particular groups, industries or communities. These programs offer classroom or on-the-job training, as well as both in combination, to counter skill shortages in the labour market. Also included in this group are trade-vocational and preparatory programs that do not fall into any other major category type.

Tuition fees, undergraduate university:

Undergraduate tuition fees charged to full-time Canadian students over the academic year; that is, September to April. The undergraduate faculties used in the calculations are Agriculture, Architecture, Arts, Commerce, Education, Engineering, Household Sciences, Music, and Science, as well as the faculties of Dentistry, Medicine, and Law, where students graduate with "first professional degrees." Tables B.2.10 and B.2.11 also present average tuition fees for graduate studies (Master's and doctorates). Excluded in all tuition tables are additional fees for items such as athletics, health services, student association, etc.

Typical-age graduation rate:

At the secondary school level this is calculated by relating the number of graduates whose age is equal to or less than the typical age of graduation to the population at the typical age of graduation. The typical age of graduation is the age at which persons complete high school if they start at the prescribed age and experience no repetition or interruption in their schooling. The typical age of graduation is 18 for all jurisdictions except Quebec, where it is 17.

U

Undergraduate enrolment (by registration status):

University students in bachelor's, first professional and applied degree programs, students in an undergraduate preliminary or pre-bachelor year, as well as those in undergraduate diploma and certificate, license undergraduate, and licentiate testamur programs.

> **Full-time/part-time enrolment:** A classification of enrolment as either full time or part time is made according to institutional definitions. Since standard pan-Canadian definitions of full-time and part-time enrolment do not exist, it can be expected that the definitions used by institutions will vary somewhat.

Unemployment rate:

Shows the unemployed as a proportion of the labour force. Unemployed individuals are those who, during the Labour Force Survey (LFS) reference week, were available for work and were either on temporary layoff, had looked for work in the past four weeks or had a job to start within the next four weeks. The LFS divides the population aged 15 and over into three mutually exclusive groups: those who are employed, those who are unemployed, and those who are not in the labour force.

Universities:

These include:

> **Universities:** Independent institutions granting degrees in at least arts and sciences.
>
> **Colleges of theology:** Independent institutions granting degrees only in theology.
>
> **Liberal arts colleges:** Independent institutions granting degrees in only in arts.
>
> **Other:** Independent institutions granting degrees in specialized fields other than theology (such as engineering, fine arts).

University college programs:

These refer to degree-granting programs offered by community colleges. These differ from university transfer programs also offered by some community colleges, as the college offers the degree-granting program in its entirety (that is, all the years of the degree-granting program). Community colleges offering these programs are able to do so as they have been awarded degree-granting powers in certain fields or programs of study by the jurisdiction.

University degrees granted:

Degrees, diplomas and certificates awarded by universities in Canada.

University expenditures on research and development (R&D):

University expenditures on research and development (R & D) are estimated by the Science, Innovation and Electronic Information Division (SIEID) of Statistics Canada based on the following calculations. University expenditures on research and development are equal to:

a) sponsored research expenditures (available from Canadian Association of University Business Officers (CAUBO) sources) (The CAUBO survey provides revenue data on sponsored research for member institutions);

b) indirect expenditures on sponsored research (those not reimbursed by sponsors);

c) a value for the fraction of faculty members' time assumed to be devoted to sponsored and non-sponsored research (correcting for cases where sponsored research covers salaries of principal investigators);

d) indirect expenditures related to faculty members' time on research (c above); and

e) teaching hospitals not included in CAUBO sources.

The list of institutions retained for the estimation of R&D expenditures is based on payments (grants and contracts) awarded to institutions or their faculty for sponsored research and reported in the annual CAUBO survey.

University transfer programs:

Programs of postsecondary non-university institutions that require secondary school completion to enter, and which provide a student with standing equivalent to the first or second year of a university degree program with which a student can apply for admission to subsequent senior years at a degree-granting institution. The "général" programs of the Quebec CEGEPs, completion of which is a prerequisite for entry into Quebec universities, are included in this classification.

V

Visible minority:

Refers to the visible minority group to which the respondent belongs. The *Employment Equity Act* defines visible minorities as "persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour".

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Tables A

Table A.1.1

Estimates and projections, population aged 0 to 29, Canada and jurisdictions, 1991 to 2031

	Can.	N.L.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Y.T.	N.W.T.	Nvt.
							Ages 0 to 29							
Population in thousands														
1991	12,313	283	59	405	335	2,992	4,577	500	460	1,236	1,415	14	22	15
1996	12,150	242	58	376	308	2,849	4,543	485	446	1,231	1,558	14	22	17
2001	12,155	197	54	349	283	2,763	4,706	475	422	1,312	1,544	12	20	18
2006	12,269	179	53	334	267	2,741	4,830	478	406	1,364	1,563	12	21	19
2011	12,218	165	51	320	252	2,655	4,903	477	384	1,366	1,589	12	22	20
2016	12,138	152	49	304	238	2,603	4,943	475	361	1,365	1,593	12	22	20
2021	12,071	142	47	290	225	2,547	4,981	473	344	1,366	1,604	12	22	20
2026	12,009	135	45	278	213	2,480	5,016	470	331	1,370	1,618	12	22	20
2031	12,087	129	44	270	206	2,458	5,098	472	322	1,384	1,649	12	23	20
Indices of change														
1991	100	100	100	100	100	100	100	100	100	100	100	100	100	100
1996	99	86	98	93	92	95	99	97	97	100	110	102	100	110
2001	99	70	91	86	85	92	103	95	92	106	109	88	92	116
2006	100	63	89	83	80	92	106	96	88	110	110	89	96	121
2011	99	58	86	79	75	89	107	95	84	111	112	88	99	129
2016	99	54	82	75	71	87	108	95	79	110	113	85	101	131
2021	98	50	79	72	67	85	109	94	75	111	113	85	101	131
2026	98	48	76	69	64	83	110	94	72	111	114	83	101	131
2031	98	46	74	67	62	82	111	94	70	112	117	83	101	132
							Ages 0 to 4							
Population in thousands														
1991	1,958	38	10	62	49	456	731	84	79	212	228	3	4	3
1996	1,961	31	9	57	45	459	755	82	72	200	242	2	4	4
2001	1,759	25	8	48	38	382	708	73	62	191	215	2	3	4
2006	1,698	23	7	43	35	375	668	70	60	201	207	2	3	4
2011	1,725	22	7	42	34	380	680	72	59	208	213	2	3	4
2016	1,782	21	7	42	33	382	714	75	58	216	225	2	4	4
2021	1,817	20	7	42	32	379	745	76	56	218	233	2	4	4
2026	1,813	19	7	40	31	370	760	75	53	216	234	2	4	4
2031	1,781	18	6	38	29	355	758	73	50	213	233	2	4	4
Indices of change														
1991	100	100	100	100	100	100	100	100	100	100	100	100	100	100
1996	100	82	95	92	92	101	103	98	92	94	106	95	101	105
2001	90	67	80	78	79	84	97	87	79	90	94	71	79	103
2006	87	62	72	70	72	82	91	84	75	95	91	64	78	105
2011	88	59	72	68	69	83	93	86	74	98	94	68	78	102
2016	91	57	73	68	68	84	98	89	74	102	99	72	82	105
2021	93	54	72	67	66	83	102	91	71	103	102	72	85	105
2026	93	50	69	65	62	81	104	90	67	102	103	72	85	105
2031	91	47	65	61	59	78	104	88	63	100	102	68	82	105

Tables A1

Table A.1.1

Estimates and projections, population aged 0 to 29, Canada and jurisdictions, 1991 to 2031 (continued)

	Can.	N.L.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Y.T.	N.W.T.	Nvt.
Ages 5 to 14														
Population in thousands														
1991	3,832	91	20	124	105	941	1,368	159	160	399	449	5	7	5
1996	4,024	79	20	125	100	922	1,500	165	160	426	509	5	8	6
2001	4,095	64	19	118	93	924	1,601	165	147	436	510	4	7	7
2006	3,927	56	17	105	84	863	1,591	159	131	420	484	4	7	7
2011	3,697	50	15	94	75	793	1,508	149	119	411	465	4	7	7
2016	3,669	47	15	89	71	791	1,484	147	116	421	471	3	7	7
2021	3,764	45	15	88	70	798	1,536	152	116	436	491	4	7	7
2026	3,868	44	15	88	68	799	1,606	156	114	447	512	4	7	7
2031	3,910	42	14	86	66	790	1,657	157	109	449	523	4	8	7
Indices of change														
1991	100	100	100	100	100	100	100	100	100	100	100	100	100	100
1996	105	87	102	101	95	98	110	104	100	107	113	112	112	119
2001	107	71	96	95	88	98	117	104	92	109	114	98	111	132
2006	102	61	86	85	79	92	116	100	82	105	108	88	105	129
2011	96	55	77	76	71	84	110	93	75	103	104	77	102	135
2016	96	52	74	71	67	84	108	93	73	106	105	75	104	135
2021	98	50	74	71	66	85	112	96	72	109	109	79	107	135
2026	101	49	74	71	65	85	117	98	71	112	114	82	110	137
2031	102	47	73	69	63	84	121	99	68	112	116	82	111	137
Ages 15 to 19														
Population in thousands														
1991	1,928	55	10	68	60	465	709	82	74	182	217	2	3	2
1996	2,010	46	10	63	54	499	720	79	79	198	254	2	3	2
2001	2,117	40	10	63	52	468	805	83	80	228	281	2	3	3
2006	2,165	34	10	63	49	474	849	85	76	235	280	2	4	3
2011	2,170	30	10	58	45	480	880	86	67	228	278	2	4	3
2016	2,006	26	8	52	40	417	839	79	59	215	262	2	3	3
2021	1,953	24	8	47	37	411	805	76	57	218	261	2	3	3
2026	1,990	24	8	47	36	416	823	78	57	225	269	2	4	3
2031	2,058	23	8	47	36	419	862	81	57	234	282	2	4	3
Indices of change														
1991	100	100	100	100	100	100	100	100	100	100	100	100	100	100
1996	104	84	101	94	90	107	102	97	107	109	117	107	107	116
2001	110	73	102	93	87	100	114	101	108	125	129	124	107	130
2006	112	62	102	93	82	102	120	105	102	129	129	103	115	158
2011	113	54	95	86	76	103	124	105	90	126	128	98	122	153
2016	104	48	84	76	67	90	118	97	80	119	121	98	112	153
2021	101	45	77	70	62	88	114	94	76	120	120	103	112	158
2026	103	43	77	69	60	89	116	96	76	124	124	118	115	153
2031	107	43	78	70	60	90	122	100	76	129	130	123	118	158

Table A.1.1

Estimates and projections, population aged 0 to 29, Canada and jurisdictions, 1991 to 2031 (concluded)

	Can.	N.L.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Y.T.	N.W.T.	Nvt.
							Ages 20 to 24							
Population in thousands														
1991	2,088	51	10	70	57	503	802	82	67	201	238	2	4	2
1996	2,002	44	10	65	55	471	745	80	69	197	259	2	3	2
2001	2,110	36	9	61	50	516	785	78	70	230	268	2	3	2
2006	2,253	35	10	64	51	491	873	85	75	252	308	3	4	3
2011	2,295	31	10	64	49	496	914	87	70	251	313	2	4	3
2016	2,304	28	9	60	46	502	944	87	63	245	311	2	4	3
2021	2,146	25	8	54	41	441	904	81	56	232	295	2	4	3
2026	2,097	23	8	50	38	435	873	79	54	233	294	2	4	3
2031	2,138	23	8	50	38	440	893	81	54	240	303	2	4	3
Indices of change														
1991	100	100	100	100	100	100	100	100	100	100	100	100	100	100
1996	96	88	100	93	96	94	93	97	103	98	109	98	85	94
2001	101	71	95	86	88	103	98	95	104	114	113	83	84	98
2006	108	69	105	92	89	98	109	103	112	126	129	115	101	115
2011	110	62	105	91	85	99	114	106	104	125	131	110	106	140
2016	110	55	98	85	80	100	118	106	93	122	130	106	109	136
2021	103	49	87	77	71	88	113	99	83	115	124	97	101	131
2026	100	46	81	71	67	87	109	96	80	116	123	92	101	136
2031	102	45	82	71	65	87	111	99	81	120	127	97	103	136
							Ages 25 to 29							
Population in thousands														
1991	2,507	49	10	81	64	627	967	94	79	242	284	3	4	2
1996	2,152	42	9	66	54	499	823	79	65	211	295	3	4	3
2001	2,074	32	8	59	50	474	807	76	62	228	270	2	3	2
2006	2,226	31	9	58	48	538	849	79	65	257	284	2	4	2
2011	2,330	32	10	62	49	506	921	85	69	268	320	2	4	3
2016	2,377	30	10	62	48	512	962	87	65	268	325	2	4	3
2021	2,392	27	9	58	45	518	992	87	59	262	324	2	4	3
2026	2,241	25	8	53	40	460	954	82	54	248	309	2	4	3
2031	2,199	23	8	50	38	454	928	79	52	249	309	2	4	3
Indices of change														
1991	100	100	100	100	100	100	100	100	100	100	100	100	100	100
1996	86	85	88	81	84	80	85	84	82	87	104	90	89	108
2001	83	66	79	74	78	76	83	81	78	94	95	68	74	107
2006	89	64	83	72	74	86	88	84	82	106	100	68	81	104
2011	93	65	92	77	77	81	95	90	87	110	113	85	94	121
2016	95	60	92	77	74	82	99	92	82	110	115	85	99	138
2021	95	55	87	72	70	83	103	92	75	108	114	85	99	134
2026	89	50	79	66	63	73	99	87	68	102	109	78	94	130
2031	88	47	74	62	59	72	96	84	66	103	109	75	92	134

Sources: 1991 to 2005: *Estimates of population, by age group and sex, Canada, provinces and territories,* Statistics Canada.
2006 to 2031: *Population Projections for Canada, Provinces and Territories 2005-2031,* Statistics Canada, Catalogue No. 91-520-XWE.

Table A.1.2

Estimates and projections, population aged 0 to 29 with Aboriginal identity, Canada and jurisdictions, 2001 to 2016

	Population in thousands				Indices of change			
	2001	2006	2011	2016	2001	2006	2011	2016
	Ages 0 to 29							
Canada								
North American Indian	424	456	496	534	100	107	117	126
Métis	167	172	177	179	100	103	106	107
Inuit	31	34	37	41	100	109	121	132
Total Aboriginal identity	622	662	710	754	100	106	114	121
Jurisdictions, total Aboriginal identity								
Newfoundland and Labrador	10	11	12	13	100	110	119	125
Prince Edward Island	1	1	1	1	100	120	135	147
Nova Scotia	10	11	12	13	100	108	118	127
New Brunswick	10	10	11	11	100	106	112	115
Quebec	53	56	59	63	100	106	112	120
Ontario	116	120	126	131	100	104	109	113
Manitoba	98	106	116	126	100	108	118	128
Saskatchewan	91	100	110	121	100	110	121	133
Alberta	103	108	115	121	100	106	112	118
British Columbia	99	103	107	110	100	103	108	110
Yukon	4	4	5	5	100	116	131	146
Northwest Territories	12	14	15	17	100	113	126	137
Nunavut	16	18	20	22	100	111	124	138
	Ages 0 to 4							
Canada								
North American Indian	80	86	95	104	100	108	119	130
Métis	27	29	30	31	100	108	115	118
Inuit	6	7	8	8	100	115	128	140
Total Aboriginal identity	113	122	133	144	100	108	118	128
Jurisdictions, total Aboriginal identity								
Newfoundland and Labrador	1	2	2	2	100	137	151	162
Prince Edward Island	0	0	0	0	100	112	152	173
Nova Scotia	2	2	2	3	100	109	122	134
New Brunswick	2	2	2	2	100	104	110	116
Quebec	9	11	11	12	100	114	121	128
Ontario	20	22	22	24	100	107	112	118
Manitoba	19	21	23	25	100	108	120	131
Saskatchewan	18	19	22	25	100	108	124	139
Alberta	18	18	20	22	100	97	108	118
British Columbia	16	18	19	20	100	111	118	123
Yukon	1	1	1	1	100	133	149	165
Northwest Territories	2	3	3	3	100	138	151	159
Nunavut	3	4	4	5	100	110	127	140

Table A.1.2

Estimates and projections, population aged 0 to 29 with Aboriginal identity, Canada and jurisdictions, 2001 to 2016 (continued)

	Population in thousands				Indices of change			
	2001	2006	2011	2016	2001	2006	2011	2016
	Ages 5 to 14							
Canada								
North American Indian	**165**	**167**	**168**	**183**	**100**	**101**	**102**	**111**
Métis	**61**	**56**	**55**	**59**	**100**	**93**	**91**	**97**
Inuit	**12**	**12**	**13**	**14**	**100**	**99**	**103**	**117**
Total Aboriginal identity	**238**	**236**	**236**	**256**	**100**	**99**	**99**	**107**
Jurisdictions, total Aboriginal identity								
Newfoundland and Labrador	4	3	4	4	100	92	100	119
Prince Edward Island	0	0	0	0	100	90	98	117
Nova Scotia	4	4	4	4	100	103	107	117
New Brunswick	3	3	4	4	100	103	106	112
Quebec	20	19	20	22	100	99	102	112
Ontario	44	43	42	44	100	99	96	101
Manitoba	38	39	40	44	100	103	106	116
Saskatchewan	36	37	37	42	100	101	102	114
Alberta	39	39	37	39	100	100	95	99
British Columbia	38	35	34	37	100	92	90	98
Yukon	1	1	2	2	100	100	118	138
Northwest Territories	5	5	5	6	100	95	108	131
Nunavut	6	7	7	8	100	102	108	122
	Ages 15 to 19							
Canada								
North American Indian	**67**	**79**	**86**	**81**	**100**	**118**	**129**	**121**
Métis	**30**	**31**	**30**	**27**	**100**	**105**	**101**	**90**
Inuit	**5**	**6**	**6**	**6**	**100**	**126**	**129**	**123**
Total Aboriginal identity	**101**	**116**	**123**	**114**	**100**	**115**	**121**	**112**
Jurisdictions, total Aboriginal identity								
Newfoundland and Labrador	2	2	2	2	100	103	96	86
Prince Edward Island	0	0	0	0	100	137	90	102
Nova Scotia	2	2	2	2	100	111	119	121
New Brunswick	2	2	2	2	100	91	96	97
Quebec	8	10	10	9	100	118	122	115
Ontario	19	21	23	20	100	108	121	106
Manitoba	15	18	20	19	100	116	130	125
Saskatchewan	14	18	19	18	100	124	132	126
Alberta	17	20	21	20	100	118	126	118
British Columbia	17	19	18	16	100	110	106	92
Yukon	1	1	1	1	100	120	114	122
Northwest Territories	2	2	2	2	100	115	115	103
Nunavut	2	3	3	3	100	130	134	135

Table A.1.2

Estimates and projections, population aged 0 to 29 with Aboriginal identity, Canada and jurisdictions, 2001 to 2016 (concluded)

	Population in thousands				Indices of change			
	2001	2006	2011	2016	2001	2006	2011	2016
	Ages 20 to 24							
Canada								
North American Indian	**56**	**67**	**79**	**87**	**100**	**120**	**141**	**155**
Métis	**26**	**30**	**31**	**30**	**100**	**115**	**121**	**116**
Inuit	**4**	**5**	**6**	**6**	**100**	**122**	**153**	**158**
Total Aboriginal identity	**86**	**102**	**117**	**123**	**100**	**118**	**136**	**143**
Jurisdictions, total Aboriginal identity								
Newfoundland and Labrador	2	2	2	2	100	127	131	124
Prince Edward Island	0	0	0	0	100	139	184	126
Nova Scotia	2	2	2	2	100	117	129	137
New Brunswick	1	2	2	2	100	138	126	132
Quebec	8	8	10	10	100	105	123	128
Ontario	17	19	20	23	100	114	123	138
Manitoba	13	15	18	20	100	120	140	156
Saskatchewan	12	14	18	19	100	124	153	163
Alberta	15	17	20	21	100	117	137	146
British Columbia	14	17	19	18	100	122	135	130
Yukon	1	1	1	1	100	124	146	143
Northwest Territories	2	2	2	2	100	124	142	140
Nunavut	2	2	3	3	100	121	156	162
	Ages 25 to 29							
Canada								
North American Indian	**56**	**56**	**67**	**79**	**100**	**100**	**120**	**142**
Métis	**25**	**26**	**30**	**32**	**100**	**107**	**123**	**129**
Inuit	**4**	**4**	**5**	**6**	**100**	**101**	**124**	**155**
Total Aboriginal identity	**84**	**86**	**102**	**117**	**100**	**102**	**121**	**139**
Jurisdictions, total Aboriginal identity								
Newfoundland and Labrador	1	2	2	2	100	120	153	157
Prince Edward Island	1	0	0	0	100	24	31	38
Nova Scotia	2	2	2	2	100	109	128	140
New Brunswick	1	1	2	2	100	101	136	125
Quebec	8	8	8	10	100	101	106	125
Ontario	17	16	19	20	100	98	112	121
Manitoba	13	13	15	18	100	98	118	137
Saskatchewan	11	12	15	18	100	109	135	166
Alberta	14	15	17	20	100	106	124	145
British Columbia	14	13	16	18	100	96	119	131
Yukon	1	1	1	1	100	119	147	171
Northwest Territories	2	2	2	2	100	119	145	165
Nunavut	2	2	2	3	100	109	131	168

Notes: 2001 base year population is adjusted for census net undercount and incompletely enumerated reserves.
Due to rounding, the total may not be equal to the sum of all ages.
Comparable data are not available for 1991 and 1996, and population projections for 2021 and beyond are not available.
The data in this table are based on a different projection series than the data in Table A.1.1. The two should not be directly compared.

Source: *Projections of the Aboriginal Populations, Canada, Provinces and Territories: Detailed Statistical Tables, 2001 to 2017*, Catalogue no. 91-547-SCB, Statistics Canada, Demography Division, Scenario B.

Table A.2.1

Proportion of immigrants among the school-age population (ages 5 to 24), Canada and jurisdictions, in and out of census metropolitan areas (CMAs), 1991, 1996 and 2001

	1991	1996	2001
		percentage	
Canada	**9**	**10**	**10**
CMA	**13**	**14**	**15**
Non-CMA	**2**	**2**	**2**
Newfoundland and Labrador	1	1	1
St. John's	1	2	1
Non-CMA	<1	<1	<1
Prince Edward Island	1	1	1
Nova Scotia	2	2	2
Halifax	3	4	5
Non-CMA	1	1	1
New Brunswick	2	2	2
Saint John	2	1	2
Non-CMA	2	2	1
Quebec	6	6	6
Chicoutimi	1	1	1
Montreal	11	12	11
Quebec	2	2	3
Sherbrooke	3	4	5
Trois-Rivières	1	1	1
Ottawa-Gatineau (Quebec part)	4	4	5
Non-CMA	1	1	1
Ontario	13	14	15
Hamilton	10	10	11
Kingston	6	6	5
Kitchener	13	12	12
London	10	10	10
Oshawa	7	6	4
Ottawa-Gatineau (Ontario part)	12	13	14
St. Catharines–Niagara	6	6	6
Sudbury	1	1	2
Thunder Bay	3	3	2
Toronto	24	26	26
Windsor	10	11	13
Non-CMA	3	3	3
Manitoba	7	6	6
Winnipeg	10	8	8
Non-CMA	3	3	3
Saskatchewan	2	2	2
Regina	4	4	4
Saskatoon	4	4	4
Non-CMA	1	1	1
Alberta	8	8	7
Calgary	12	12	11
Edmonton	10	10	8
Non-CMA	3	3	3
British Columbia	12	14	15
Abbotsford	9	9	9
Vancouver	20	25	26
Victoria	7	7	7
Non-CMA	4	4	3
Yukon	5	4	3
Northwest Territories[1]	2	2	2
Nunavut[1]	...	...	<1

1. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999-2000.

Source: 1991, 1996 and 2001 Census of Population, Statistics Canada.

Tables A2

Table A.2.2

Proportion of visible minorities among the school-age population (ages 5 to 24), Canada and jurisdictions, in and out of census metropolitan areas (CMAs), 1991, 1996 and 2001

	1991	1996	2001
		percentage	
Canada	**11**	**13**	**16**
CMA	**17**	**20**	**23**
Non-CMA	**2**	**2**	**2**
Newfoundland and Labrador	1	1	1
St. John's	1	2	1
Non-CMA	1	<1	<1
Prince Edward Island	1	2	1
Nova Scotia	4	5	5
Halifax	8	9	10
Non-CMA	2	2	2
New Brunswick	1	1	2
Saint John	3	3	4
Non-CMA	1	1	1
Quebec	7	8	9
Chicoutimi	1	1	1
Montreal	14	16	17
Quebec	2	2	2
Sherbrooke	3	3	3
Trois-Rivières	1	1	1
Ottawa-Gatineau (Quebec part)	5	4	5
Non-CMA	1	1	1
Ontario	15	18	22
Hamilton	9	10	13
Kingston	5	6	6
Kitchener	11	11	14
London	9	10	12
Oshawa	7	7	8
Ottawa-Gatineau (Ontario part)	16	18	21
St. Catharines–Niagara	5	5	6
Sudbury	2	2	3
Thunder Bay	3	3	3
Toronto	30	37	42
Windsor	12	13	17
Non-CMA	3	2	3
Manitoba	8	8	9
Winnipeg	13	14	16
Non-CMA	2	1	1
Saskatchewan	3	3	3
Regina	6	6	6
Saskatoon	6	6	6
Non-CMA	1	1	1
Alberta	10	11	12
Calgary	16	18	19
Edmonton	14	15	17
Non-CMA	3	3	3
British Columbia	17	21	26
Abbotsford	13	15	21
Vancouver	30	37	44
Victoria	9	10	12
Non-CMA	6	6	5
Yukon	4	4	3
Northwest Territories[1]	2	2	4
Nunavut[1]	...	...	<1

1. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999-2000.

Source: 1991, 1996 and 2001 Census of Population, Statistics Canada.

Table A.2.3

Proportion of the school-age population (ages 5 to 24) with non-official home language, Canada and jurisdictions, in and out of census metropolitan areas (CMAs), 1991, 1996 and 2001

	1991	1996	2001
		percentage	
Canada	**6**	**7**	**8**
CMA	**9**	**10**	**11**
Non-CMA	**3**	**3**	**3**
Newfoundland and Labrador	<1	1	1
St. John's	<1	1	<1
Non-CMA	1	1	1
Prince Edward Island	<1	<1	<1
Nova Scotia	1	1	2
Halifax	1	2	2
Non-CMA	1	1	1
New Brunswick	1	<1	1
Saint John	<1	<1	1
Non-CMA	1	1	1
Quebec	5	5	5
Chicoutimi	<1	<1	<1
Montreal	9	10	9
Quebec	1	1	1
Sherbrooke	1	2	2
Trois-Rivières	<1	<1	<1
Ottawa-Gatineau (Quebec part)	2	3	3
Non-CMA	2	2	2
Ontario	8	10	10
Hamilton	6	7	8
Kingston	2	2	3
Kitchener	8	8	9
London	5	6	6
Oshawa	2	2	2
Ottawa-Gatineau (Ontario part)	7	8	9
St. Catharines–Niagara	2	3	3
Sudbury	1	1	1
Thunder Bay	3	2	1
Toronto	15	18	19
Windsor	7	7	10
Non-CMA	2	2	2
Manitoba	8	8	7
Winnipeg	6	6	5
Non-CMA	10	10	9
Saskatchewan	4	4	4
Regina	2	2	2
Saskatoon	3	3	2
Non-CMA	5	5	5
Alberta	6	6	6
Calgary	6	8	8
Edmonton	6	6	6
Non-CMA	5	5	5
British Columbia	8	11	12
Abbotsford	7	7	10
Vancouver	13	20	22
Victoria	2	4	4
Non-CMA	2	3	2
Yukon	1	2	1
Northwest Territories[1]	35	33	6
Nunavut[1]	...	...	61

1. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999-2000.

Source: 1991, 1996 and 2001 Census of Population, Statistics Canada.

Table A.2.4

Proportion of the population aged 5 to 24 with Aboriginal identity, Canada, in and out of census metropolitan areas (CMAs), 1996 and 2001[1]

	Aboriginal identity by group							
	1996				2001			
	Total Aboriginal identity[2]	North American Indian	Métis	Inuit	Total Aboriginal identity[2]	North American Indian	Métis	Inuit
	percentage				percentage			
Canada	**4**	**3**	**1**	**<1**	**5**	**3**	**1**	**<1**
CMA	2	1	1	<1	2	1	1	<1
Non-CMA	8	5	2	1	9	6	2	1

1. Data from the 1991 Census are not directly comparable.
2. Total Aboriginal identity includes the Aboriginal groups (North American Indian, Métis and Inuit), multiple Aboriginal responses and Aboriginal responses not included elsewhere.

Source: 1996 and 2001 Census of Population, Statistics Canada.

Table A.2.5

Proportion of the population aged 5 to 24 with Aboriginal identity, jurisdictions, in and out of census metropolitan areas (CMAs), 1996 and 2001[1]

	Total Aboriginal identity[2]	
	1996	2001
	percentage	
Newfoundland and Labrador	3	5
St. John's	1	1
Non-CMA	5	8
Prince Edward Island	1	1
Nova Scotia	2	3
Halifax	1	1
Non-CMA	3	4
New Brunswick	2	3
Saint John	1	1
Non-CMA	2	4
Quebec	1	2
Total Quebec CMA	<1	<1
Chicoutimi	1	1
Montreal	<1	<1
Québec	<1	1
Sherbrooke	<1	<1
Trois-Rivières	1	1
Ottawa-Gatineau (Quebec part)	2	2
Non-CMA	3	4
Ontario	2	2
Total Ontario CMA	1	1
Hamilton	1	2
Kingston	1	2
Kitchener	1	1
London	2	2
Oshawa	1	1
Ottawa-Gatineau (Ontario part)	1	1
St. Catharines–Niagara	1	2
Sudbury	4	7
Thunder Bay	8	10
Toronto	<1	1
Windsor	1	2
Non-CMA	4	5

Table A.2.5

Proportion of the population aged 5 to 24 with Aboriginal identity, jurisdictions, in and out of census metropolitan areas (CMAs), 1996 and 2001[1] (concluded)

	Total Aboriginal identity[2]	
	1996	2001
	percentage	
Manitoba	17	20
Winnipeg	10	12
Non-CMA	26	30
Saskatchewan	17	20
Total Saskatchewan CMA	10	13
Regina	10	12
Saskatoon	11	13
Non-CMA	21	26
Alberta	6	8
Total Alberta CMA	4	5
Calgary	3	3
Edmonton	5	6
Non-CMA	10	12
British Columbia	6	6
Total British Columbia CMA	3	3
Abbotsford	3	4
Vancouver	2	3
Victoria	3	4
Non-CMA	10	12
Yukon	24	29
Northwest Territories[3]	58	61
Nunavut[3]	92	93

1. Data from the 1991 Census are not directly comparable.
2. Total Aboriginal identity includes the Aboriginal groups (North American Indian, Métis and Inuit), multiple Aboriginal responses and Aboriginal responses not included elsewhere.
3. Nunavut and Northwest Territories: data are calculated using 1999 boundaries.

Source: 1996 and 2001 Census of Population, Statistics Canada.

Table A.3.1

Percentage of the school-age population (ages 5 to 24) in low income,[1] Canada and provinces, 1990, 1995, 2000 and 2004

	1990	1995	2000	2004
		percentage		
Canada				
All	**14**	**19**	**15**	**15**
Living with two parents	**7**	**10**	**8**	**7**
Living with lone parent	**32**	**38**	**27**	**26**
Not living with any parent	**33**	**43**	**39**	**38**
Newfoundland and Labrador				
All	17	19	17	17
Living with two parents	10	13	10	9
Living with lone parent	46	43	38	26
Not living with any parent	32	45	45	50
Prince Edward Island				
All	7	10	11	7
Living with two parents	3	4	6	3
Living with lone parent	15	28	14	10
Not living with any parent	21	22	34	31
Nova Scotia				
All	12	18	14	11
Living with two parents	3	8	7	4
Living with lone parent	35	43	25	23
Not living with any parent	32	40	35	35
New Brunswick				
All	13	18	12	10
Living with two parents	5	9	5	3
Living with lone parent	37	39	26	24
Not living with any parent	25	34	34	27
Quebec				
All	16	21	16	13
Living with two parents	8	11	8	7
Living with lone parent	39	37	30	21
Not living with any parent	36	52	41	36
Ontario				
All	11	17	13	14
Living with two parents	6	9	7	7
Living with lone parent	24	38	23	27
Not living with any parent	28	38	40	39
Manitoba				
All	18	23	17	13
Living with two parents	10	13	9	7
Living with lone parent	36	40	36	21
Not living with any parent	36	52	38	36
Saskatchewan				
All	18	19	15	16
Living with two parents	10	11	6	6
Living with lone parent	39	40	31	21
Not living with any parent	34	36	35	42
Alberta				
All	16	21	15	16
Living with two parents	6	10	8	8
Living with lone parent	40	47	22	22
Not living with any parent	35	47	35	42
British Columbia				
All	15	19	18	18
Living with two parents	7	13	11	10
Living with lone parent	29	28	28	36
Not living with any parent	36	40	43	36

1. Based on after-tax low-income cutoffs.

Note: The data for 1990, 1995 and 2000 have been revised and may be different from those previously published in the *Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program 2005.*

Sources: 1990 and 1995: Survey of Consumer Finances, Statistics Canada.
2000 and 2004: Survey of Labour and Income Dynamics, Statistics Canada.

Table A.3.2

Distribution of the school-age population (ages 5 to 24), by number of years in low income[1] between 1999 and 2004, Canada and provinces

	Never in low income	Up to one year in low income	More than one year in low income	Total
		percentage		
Canada				
All	**74**	**11**	**15**	**100**
Living with two parents	**81**	**9**	**10**	**100**
Living with lone parent	**55**	**14**	**32**	**100**
Not living with any parent	**56**	**17**	**27**	**100**
Newfoundland and Labrador				
All	65	14	21	100
Living with two parents	76	12	12	100
Living with lone parent	32	16	53	100
Not living with any parent	30	24	47	100
Prince Edward Island				
All	79	8	13	100
Living with two parents	79	8	12	100
Living with lone parent	F	F	F	F
Not living with any parent	F	F	F	F
Nova Scotia				
All	70	12	18	100
Living with two parents	81	8	12	100
Living with lone parent	40	20	41	100
Not living with any parent	50	28	22	100
New Brunswick				
All	70	14	16	100
Living with two parents	78	13	10	100
Living with lone parent	49	13	39	100
Not living with any parent	48	22	29	100
Quebec				
All	75	8	16	100
Living with two parents	83	6	11	100
Living with lone parent	56	9	35	100
Not living with any parent	53	19	28	100
Ontario				
All	79	10	11	100
Living with two parents	83	9	8	100
Living with lone parent	62	13	25	100
Not living with any parent	63	14	23	100
Manitoba				
All	70	11	19	100
Living with two parents	76	8	15	100
Living with lone parent	48	22	31	100
Not living with any parent	62	13	25	100
Saskatchewan				
All	70	15	16	100
Living with two parents	77	12	12	100
Living with lone parent	49	20	31	100
Not living with any parent	59	21	19	100
Alberta				
All	71	11	17	100
Living with two parents	75	9	15	100
Living with lone parent	62	11	26	100
Not living with any parent	56	22	23	100
British Columbia				
All	67	13	20	100
Living with two parents	76	11	12	100
Living with lone parent	44	19	37	100
Not living with any parent	54	F	37	100

1. Based on after-tax low-income cutoffs.

Source: Survey of Labour and Income Dynamics, Statistics Canada.

Table A.4.1

Distribution[1] of the school-age population, by age group and living arrangements, Canada and jurisdictions, 1991 and 2001

	1991				2001			
	5 to 24	5 to 14	15 to 19	20 to 24	5 to 24	5 to 14	15 to 19	20 to 24
	percentage				percentage			
Canada								
Living with parent(s)	**84**	**98**	**90**	**50**	**87**	**99**	**93**	**57**
Married parents	66	78	71	39	62	69	68	43
Common-law parents	4	6	3	1	8	11	6	2
Lone parent	14	15	16	9	17	19	19	11
Not living with any parent	**16**	**2**	**10**	**50**	**13**	**1**	**7**	**43**
Living as spouse	7	0	2	25	5	0	2	20
Living as lone parent	1	0	0	2	1	0	1	3
Other living arrangements	9	2	7	23	7	1	5	20
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number in thousands)	**7,590.4**	**3,782.2**	**1,863.7**	**1,944.5**	**7,995.7**	**4,027.7**	**2,036.1**	**1,931.9**
Newfoundland and Labrador								
Living with parent(s)	**87**	**97**	**93**	**62**	**90**	**99**	**95**	**68**
Married parents	75	83	80	52	69	72	74	56
Common-law parents	3	4	2	1	6	9	5	2
Lone parent	10	10	11	9	16	18	16	10
Not living with any parent	**13**	**3**	**7**	**38**	**10**	**1**	**5**	**32**
Living as spouse	6	0	2	22	4	0	1	16
Living as lone parent	1	0	0	2	2	0	1	5
Other living arrangements	6	3	5	14	4	1	3	12
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number in thousands)	**192.5**	**91.0**	**54.1**	**47.3**	**137.3**	**64.3**	**39.3**	**33.7**
Prince Edward Island								
Living with parent(s)	**86**	**98**	**91**	**55**	**88**	**100**	**94**	**58**
Married parents	71	82	75	45	68	75	73	46
Common-law parents	3	4	3	1	5	7	3	1
Lone parent	12	12	14	9	16	17	17	11
Not living with any parent	**14**	**2**	**9**	**45**	**12**	**0**	**6**	**42**
Living as spouse	7	0	2	26	5	0	2	20
Living as lone parent	0	0	0	2	1	0	1	5
Other living arrangements	7	2	7	18	5	0	4	16
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number in thousands)	**39.4**	**19.9**	**10.1**	**9.4**	**38.0**	**19.1**	**10.2**	**8.7**
Nova Scotia								
Living with parent(s)	**84**	**98**	**91**	**50**	**87**	**99**	**94**	**54**
Married parents	67	78	73	41	62	69	69	42
Common-law parents	3	5	3	1	6	8	5	2
Lone parent	13	15	15	9	19	22	20	10
Not living with any parent	**16**	**2**	**9**	**50**	**13**	**1**	**6**	**46**
Living as spouse	7	0	2	25	5	0	1	19
Living as lone parent	1	0	1	3	1	0	1	5
Other living arrangements	8	2	7	21	7	1	4	22
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number in thousands)	**256.5**	**123.4**	**66.9**	**66.2**	**234.7**	**117.7**	**61.3**	**55.7**

Table A.4.1

Distribution[1] of the school-age population, by age group and living arrangements, Canada and jurisdictions, 1991 and 2001 (continued)

	1991				2001			
	5 to 24	5 to 14	15 to 19	20 to 24	5 to 24	5 to 14	15 to 19	20 to 24
	percentage				percentage			
New Brunswick								
Living with parent(s)	**85**	**98**	**91**	**51**	**87**	**99**	**93**	**54**
Married parents	68	79	73	41	62	69	68	42
Common-law parents	4	5	3	1	8	11	6	2
Lone parent	13	14	15	9	17	19	19	10
Not living with any parent	**15**	**2**	**9**	**49**	**13**	**1**	**7**	**46**
Living as spouse	7	0	2	27	6	0	2	24
Living as lone parent	1	0	0	3	1	0	1	5
Other living arrangements	7	2	7	19	6	1	4	18
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number in thousands)	**214.5**	**103.6**	**58.3**	**52.7**	**189.1**	**92.5**	**50.4**	**46.2**
Quebec								
Living with parent(s)	**84**	**98**	**91**	**51**	**86**	**99**	**93**	**55**
Married parents	64	74	69	39	52	55	60	39
Common-law parents	6	9	5	2	16	24	11	4
Lone parent	15	16	18	10	19	21	22	13
Not living with any parent	**16**	**2**	**9**	**49**	**14**	**1**	**7**	**45**
Living as spouse	8	0	3	28	6	0	2	22
Living as lone parent	1	0	0	2	1	0	1	2
Other living arrangements	7	2	6	19	7	1	4	20
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number in thousands)	**1,853.7**	**931.4**	**450.4**	**471.9**	**1,859.5**	**916.3**	**459.7**	**483.5**
Ontario								
Living with parent(s)	**85**	**98**	**91**	**55**	**90**	**99**	**95**	**65**
Married parents	69	80	73	44	68	75	72	50
Common-law parents	3	4	3	1	5	6	4	2
Lone parent	13	14	15	10	17	18	19	12
Not living with any parent	**15**	**2**	**9**	**45**	**10**	**1**	**5**	**35**
Living as spouse	6	0	2	21	4	0	1	16
Living as lone parent	1	0	0	2	1	0	1	3
Other living arrangements	8	2	7	22	5	1	3	16
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number in thousands)	**2,758.2**	**1,346.2**	**676.2**	**735.9**	**3,037.1**	**1,563.6**	**763.2**	**710.3**
Manitoba								
Living with parent(s)	**82**	**97**	**88**	**45**	**85**	**98**	**90**	**50**
Married parents	65	78	69	36	63	71	68	39
Common-law parents	3	5	3	1	5	7	4	1
Lone parent	13	14	15	9	17	20	18	10
Not living with any parent	**18**	**3**	**12**	**55**	**15**	**2**	**10**	**50**
Living as spouse	7	0	3	27	6	0	3	23
Living as lone parent	1	0	1	3	2	0	1	5
Other living arrangements	10	3	9	25	7	2	6	21
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number in thousands)	**314.7**	**157.3**	**79.5**	**77.9**	**310.8**	**161.1**	**78.6**	**71.2**

Table A.4.1

Distribution[1] of the school-age population, by age group and living arrangements, Canada and jurisdictions, 1991 and 2001 (continued)

	1991				2001			
	5 to 24	5 to 14	15 to 19	20 to 24	5 to 24	5 to 14	15 to 19	20 to 24
	percentage				percentage			
Saskatchewan								
Living with parent(s)	**82**	**97**	**87**	**39**	**83**	**99**	**89**	**42**
Married parents	67	78	71	32	61	70	67	32
Common-law parents	3	5	3	1	5	8	4	1
Lone parent	12	14	13	6	17	21	17	8
Not living with any parent	**18**	**3**	**13**	**61**	**17**	**1**	**11**	**58**
Living as spouse	7	0	3	30	6	0	2	25
Living as lone parent	1	0	1	3	2	0	2	6
Other living arrangements	10	3	10	28	9	1	7	27
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number in thousands)	**296.2**	**159.2**	**73.5**	**63.6**	**286.9**	**145.2**	**77.1**	**64.6**
Alberta								
Living with parent(s)	**80**	**98**	**86**	**38**	**83**	**99**	**90**	**44**
Married parents	64	78	68	30	63	74	68	34
Common-law parents	3	5	3	1	5	8	4	1
Lone parent	13	15	14	7	15	17	17	9
Not living with any parent	**20**	**2**	**14**	**62**	**17**	**1**	**10**	**56**
Living as spouse	8	0	4	29	7	0	2	25
Living as lone parent	1	0	0	3	1	0	1	3
Other living arrangements	11	2	10	30	9	1	7	29
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number in thousands)	**761.5**	**393.6**	**177.3**	**190.6**	**859.1**	**428.6**	**219.7**	**210.9**
British Columbia								
Living with parent(s)	**81**	**98**	**87**	**43**	**87**	**99**	**92**	**56**
Married parents	64	77	68	34	63	71	67	43
Common-law parents	4	6	4	1	5	7	4	1
Lone parent	14	15	16	8	18	21	20	11
Not living with any parent	**19**	**2**	**13**	**57**	**13**	**1**	**8**	**44**
Living as spouse	7	0	3	26	5	0	2	18
Living as lone parent	1	0	0	2	1	0	1	3
Other living arrangements	11	2	10	29	8	1	6	24
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number in thousands)	**873.5**	**440.8**	**210.8**	**221.9**	**1,011.1**	**501.4**	**268.9**	**240.8**
Yukon								
Living with parent(s)	**78**	**95**	**82**	**34**	**85**	**97**	**90**	**46**
Married parents	53	65	58	22	48	52	52	31
Common-law parents	10	14	9	3	14	18	12	4
Lone parent	15	16	15	10	24	27	27	11
Not living with any parent	**22**	**5**	**18**	**66**	**15**	**3**	**10**	**54**
Living as spouse	8	0	3	32	5	0	2	23
Living as lone parent	1	0	1	4	1	0	0	6
Other living arrangements	13	5	14	30	8	3	7	24
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number in thousands)	**8.2**	**4.3**	**1.9**	**1.9**	**8.2**	**4.3**	**2.3**	**1.6**

Table A.4.1

Distribution[1] of the school-age population, by age group and living arrangements, Canada and jurisdictions, 1991 and 2001 (concluded)

	1991				2001			
	5 to 24	5 to 14	15 to 19	20 to 24	5 to 24	5 to 14	15 to 19	20 to 24
	percentage				percentage			
Northwest Territories								
Living with parent(s)	**75**	**93**	**79**	**34**	**84**	**98**	**87**	**43**
Married parents	53	65	57	24	48	53	53	28
Common-law parents	9	14	8	2	17	23	13	4
Lone parent	12	14	14	8	20	23	21	11
Not living with any parent	**25**	**7**	**21**	**66**	**16**	**2**	**13**	**57**
Living as spouse	9	0	4	31	7	0	3	29
Living as lone parent	1	0	0	3	2	0	3	7
Other living arrangements	16	7	17	32	7	2	7	21
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number in thousands)	**12.5**	**6.5**	**2.8**	**3.2**	**12.7**	**7.1**	**2.9**	**2.6**
Nunavut								
Living with parent(s)	**78**	**93**	**81**	**41**	**82**	**98**	**80**	**33**
Married parents	57	67	62	30	45	52	50	21
Common-law parents	8	12	5	1	18	25	12	3
Lone parent	13	13	14	10	18	21	18	9
Not living with any parent	**22**	**7**	**19**	**59**	**18**	**2**	**20**	**67**
Living as spouse	11	0	7	39	11	0	9	46
Living as lone parent	1	0	1	2	2	0	4	8
Other living arrangements	10	7	11	18	5	2	7	13
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number in thousands)	**9.0**	**5.0**	**1.9**	**2.1**	**11.2**	**6.6**	**2.5**	**2.1**

1. To ensure the confidentiality of responses collected for the Census, a random rounding process is used to alter the values reported in individual cells. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently and randomly rounded. However, apart from discrepancies due to simple rounding, the percentages are calculated to add up to 100%, as recommended by Census methodology.

Source: 1991 and 2001 Census of Population, Statistics Canada.

Table A.4.2

Distribution[1] of the school-age population, by age group and work activity of parents, Canada and jurisdictions, 1991 and 2001

	1991				2001			
	5 to 24	5 to 14	15 to 19	20 to 24	5 to 24	5 to 14	15 to 19	20 to 24
	percentage				percentage			
Canada								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	48	45	53	48	52	49	56	54
One full time, other part time	24	26	22	18	23	25	21	18
One full time, other neither working for pay nor self-employed	22	23	19	22	19	20	16	19
Other[2]	7	5	7	12	6	6	6	9
Population (number in thousands), two-parent family	**5,324.4**	**3,148.6**	**1,387.2**	**788.7**	**5,597.8**	**3,220.7**	**1,497.1**	**880.0**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	60	56	65	63	63	59	67	67
Part time	13	15	12	11	15	16	13	11
Neither working for pay nor self-employed	27	29	23	26	22	24	19	22
Population (number in thousands), lone-parent family	**1,026.6**	**557.1**	**288.9**	**180.6**	**1,387.8**	**772.8**	**394.3**	**220.8**
Newfoundland and Labrador								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	50	51	50	47	52	51	53	50
One full time, other part time	17	18	16	13	17	18	17	13
One full time, other neither working for pay nor self-employed	23	23	23	25	20	19	19	23
Other[2]	10	7	11	16	12	12	11	14
Population (number in thousands), two-parent family	**148.7**	**79.1**	**44.4**	**25.1**	**102.5**	**52.2**	**30.8**	**19.5**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	56	57	56	55	50	46	55	55
Part time	9	9	10	9	11	12	10	8
Neither working for pay nor self-employed	34	34	34	36	39	41	35	37
Population (number in thousands), lone-parent family	**19.5**	**9.1**	**6.1**	**4.3**	**21.3**	**11.6**	**6.4**	**3.3**
Prince Edward Island								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	56	55	58	54	65	65	66	64
One full time, other part time	23	24	22	20	20	22	18	17
One full time, other neither working for pay nor self-employed	16	17	14	15	11	11	11	13
Other[2]	5	4	6	11	3	3	4	6
Population (number in thousands), two-parent family	**29.1**	**17.0**	**7.8**	**4.3**	**27.6**	**15.7**	**7.8**	**4.1**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	69	67	72	67	75	75	78	69
Part time	9	11	7	6	14	14	11	14
Neither working for pay nor self-employed	22	21	21	27	12	12	11	17
Population (number in thousands), lone-parent family	**4.8**	**2.5**	**1.4**	**0.9**	**6.0**	**3.3**	**1.8**	**1.0**

Table A.4.2

Distribution[1] of the school-age population, by age group and work activity of parents, Canada and jurisdictions, 1991 and 2001 (continued)

	1991				2001			
	5 to 24	5 to 14	15 to 19	20 to 24	5 to 24	5 to 14	15 to 19	20 to 24
	percentage				percentage			
Nova Scotia								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	43	42	47	40	49	47	52	49
One full time, other part time	24	26	22	20	23	25	22	19
One full time, other neither working for pay nor self-employed	25	26	22	25	21	21	19	22
Other[2]	8	6	9	15	7	6	7	10
Population (number in thousands), two-parent family	**180.4**	**102.2**	**50.7**	**27.5**	**160.4**	**91.0**	**45.1**	**24.3**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	50	45	56	54	53	48	60	57
Part time	17	19	15	12	17	18	15	15
Neither working for pay nor self-employed	34	36	29	35	31	33	26	29
Population (number in thousands), lone-parent family	**34.2**	**18.3**	**10.1**	**5.9**	**44.1**	**25.9**	**12.5**	**5.7**
New Brunswick								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	45	45	49	41	53	51	57	54
One full time, other part time	21	23	20	18	21	22	20	17
One full time, other neither working for pay nor self-employed	25	25	22	26	19	20	17	20
Other[2]	9	7	9	15	6	6	6	9
Population (number in thousands), two-parent family	**154.0**	**87.2**	**44.4**	**22.4**	**131.8**	**73.9**	**37.5**	**20.4**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	51	48	53	52	61	58	65	65
Part time	15	16	15	12	15	17	14	11
Neither working for pay nor self-employed	35	36	32	36	24	26	21	24
Population (number in thousands), lone-parent family	**27.4**	**14.3**	**8.5**	**4.6**	**31.9**	**18.0**	**9.3**	**4.6**
Quebec								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	45	44	47	41	53	52	56	51
One full time, other part time	20	21	20	16	19	20	18	17
One full time, other neither working for pay nor self-employed	27	28	25	28	21	21	20	23
Other[2]	8	7	9	14	7	6	7	9
Population (number in thousands), two-parent family	**1,289.6**	**768.2**	**332.1**	**189.3**	**1,258.1**	**721.7**	**328.8**	**207.6**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	58	56	61	57	65	62	69	68
Part time	12	12	12	10	12	13	12	10
Neither working for pay nor self-employed	31	32	27	33	23	25	19	22
Population (number in thousands), lone-parent family	**276.4**	**147.9**	**79.2**	**49.2**	**349.4**	**189.0**	**99.7**	**60.7**

Table A.4.2

Distribution[1] of the school-age population, by age group and work activity of parents, Canada and jurisdictions, 1991 and 2001 (continued)

	1991				2001			
	5 to 24	5 to 14	15 to 19	20 to 24	5 to 24	5 to 14	15 to 19	20 to 24
	percentage				percentage			
Ontario								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	51	49	57	52	54	51	58	57
One full time, other part time	24	26	21	18	22	24	21	17
One full time, other neither working for pay nor self-employed	19	21	16	20	18	20	16	18
Other[2]	6	4	6	10	6	5	6	8
Population (number in thousands), two-parent family	**1,977.1**	**1,128.4**	**514.9**	**333.9**	**2,223.3**	**1,273.0**	**579.8**	**370.5**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	61	56	67	67	64	61	68	68
Part time	13	15	12	10	15	17	13	11
Neither working for pay nor self-employed	26	29	21	23	21	22	19	21
Population (number in thousands), lone-parent family	**368.0**	**193.7**	**102.2**	**72.1**	**510.8**	**279.5**	**143.4**	**87.9**
Manitoba								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	48	44	54	50	53	48	60	60
One full time, other part time	29	32	26	23	27	30	23	21
One full time, other neither working for pay nor self-employed	18	19	15	17	15	17	12	13
Other[2]	6	5	6	10	6	6	5	6
Population (number in thousands), two-parent family	**215.4**	**129.6**	**57.5**	**28.3**	**212.0**	**126.6**	**56.8**	**28.6**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	60	55	55	67	62	57	67	71
Part time	12	13	13	12	14	14	14	10
Neither working for pay nor self-employed	27	32	32	22	25	28	19	19
Population (number in thousands), lone-parent family	**41.6**	**22.5**	**12.2**	**6.9**	**52.8**	**31.9**	**13.9**	**7.0**
Saskatchewan								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	47	44	53	53	54	50	60	61
One full time, other part time	30	33	28	23	27	30	24	20
One full time, other neither working for pay nor self-employed	16	18	13	14	13	14	10	11
Other[2]	6	6	6	10	6	6	5	7
Population (number in thousands), two-parent family	**207.0**	**132.3**	**54.1**	**20.6**	**189.4**	**112.9**	**54.8**	**21.7**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	56	53	62	59	58	53	66	64
Part time	16	18	14	14	15	16	13	12
Neither working for pay nor self-employed	27	29	24	27	27	31	21	23
Population (number in thousands), lone-parent family	**35.5**	**21.9**	**9.5**	**4.1**	**49.1**	**30.3**	**13.4**	**5.3**

Table A.4.2

Distribution[1] of the school-age population, by age group and work activity of parents, Canada and jurisdictions, 1991 and 2001 (continued)

	1991				2001			
	5 to 24	5 to 14	15 to 19	20 to 24	5 to 24	5 to 14	15 to 19	20 to 24
	percentage				percentage			
Alberta								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	49	45	57	54	50	44	57	57
One full time, other part time	28	31	24	21	29	32	25	21
One full time, other neither working for pay nor self-employed	18	21	14	16	17	20	14	15
Other[2]	5	4	5	9	4	4	4	6
Population (number in thousands), two-parent family	**512.3**	**327.8**	**126.2**	**58.2**	**583.1**	**349.8**	**159.0**	**74.3**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	65	61	70	68	71	68	75	73
Part time	15	16	13	12	14	15	11	11
Neither working for pay nor self-employed	21	23	17	20	16	17	13	16
Population (number in thousands), lone-parent family	**97.2**	**57.7**	**25.6**	**14.0**	**130.1**	**74.5**	**37.6**	**18.0**
British Columbia								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	43	39	50	47	42	39	48	47
One full time, other part time	29	32	26	22	29	33	27	22
One full time, other neither working for pay nor self-employed	22	24	17	20	19	21	16	19
Other[2]	6	5	6	12	9	8	9	13
Population (number in thousands), two-parent family	**591.9**	**364.2**	**150.7**	**77.0**	**689.4**	**390.5**	**191.7**	**107.1**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	63	59	68	66	57	52	62	63
Part time	15	17	14	12	19	21	16	14
Neither working for pay nor self-employed	22	24	18	21	25	27	21	23
Population (number in thousands), lone-parent family	**118.1**	**67.0**	**33.2**	**17.9**	**185.6**	**104.6**	**54.5**	**26.6**
Yukon								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	55	49	65	71	61	55	70	74
One full time, other part time	26	29	21	12	25	30	19	11
One full time, other neither working for pay nor self-employed	14	17	10	9	10	10	8	11
Other[2]	5	5	4	9	4	4	4	4
Population (number in thousands), two-parent family	**5.2**	**3.4**	**1.3**	**0.5**	**5.0**	**3.0**	**1.5**	**0.6**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	80	77	91	74	73	72	75	69
Part time	10	13	4	10	16	17	15	14
Neither working for pay nor self-employed	10	10	5	15	11	11	11	17
Population (number in thousands), lone-parent family	**1.2**	**0.7**	**0.3**	**0.2**	**2.0**	**1.2**	**0.6**	**0.2**

Table A.4.2

Distribution[1] of the school-age population, by age group and work activity of parents, Canada and jurisdictions, 1991 and 2001 (concluded)

	1991				2001			
	5 to 24	5 to 14	15 to 19	20 to 24	5 to 24	5 to 14	15 to 19	20 to 24
	percentage				percentage			
Northwest Territories								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	56	54	63	48	60	58	65	67
One full time, other part time	17	20	13	11	18	20	15	11
One full time, other neither working for pay nor self-employed	17	18	13	17	15	16	13	12
Other[2]	10	7	11	23	7	7	7	11
Population (number in thousands), two-parent family	**7.8**	**5.1**	**1.8**	**0.8**	**8.2**	**5.4**	**1.9**	**0.9**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	67	70	71	51	72	72	73	67
Part time	12	13	9	10	12	13	12	10
Neither working for pay nor self-employed	21	17	19	39	16	15	15	23
Population (number in thousands), lone-parent family	**1.6**	**0.9**	**0.4**	**0.3**	**2.5**	**1.6**	**0.6**	**0.3**
Nunavut								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	35	38	32	24	40	40	42	41
One full time, other part time	18	19	17	15	19	20	20	16
One full time, other neither working for pay nor self-employed	25	24	27	27	22	22	19	21
Other[2]	21	18	25	34	19	18	19	23
Population (number in thousands), two-parent family	**5.9**	**4.0**	**1.3**	**0.7**	**7.1**	**5.1**	**1.5**	**0.5**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	45	54	40	24	48	51	43	42
Part time	16	15	16	21	18	17	19	21
Neither working for pay nor self-employed	38	31	44	55	34	32	38	37
Population (number in thousands), lone-parent family	**1.2**	**0.7**	**0.3**	**0.2**	**2.0**	**1.4**	**0.4**	**0.2**

1. To ensure the confidentiality of responses collected for the Census, a random rounding process is used to alter the values reported in individual cells. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently and randomly rounded. However, apart from discrepancies due to simple rounding, the percentages are calculated to add up to 100%, as recommended by Census methodology.
2. Both parents working part time; one part time, the other neither working for pay nor self-employed; both neither working for pay nor self-employed.

Source: 1991 and 2001 Census of Population, Statistics Canada.

Table A.4.3

Distribution[1] of the population aged 5 to 24 with Aboriginal identity, by age group and living arrangements, Canada and jurisdictions, 1996 and 2001[2]

	1996				2001			
	5 to 24	5 to 14	15 to 19	20 to 24	5 to 24	5 to 14	15 to 19	20 to 24
	percentage				percentage			
Canada, total Aboriginal identity[3]								
Living with parent(s)	**76**	**90**	**77**	**36**	**81**	**95**	**82**	**38**
Married parents	38	42	42	22	38	42	42	22
Common-law parents	13	18	10	3	14	19	11	4
Lone parent	25	29	25	12	29	35	29	12
Not living with any parent	**24**	**10**	**23**	**64**	**19**	**5**	**18**	**62**
Living as spouse	8	0	7	33	7	0	5	30
Living as lone parent	2	0	2	9	3	0	4	12
Other living arrangements	13	10	15	22	9	5	10	20
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**323,905**	**180,860**	**74,480**	**68,565**	**389,845**	**221,230**	**92,845**	**75,775**
Canada, North American Indian								
Living with parent(s)	**75**	**89**	**76**	**36**	**80**	**94**	**80**	**37**
Married parents	36	41	40	21	35	38	38	20
Common-law parents	14	19	10	3	15	20	12	4
Lone parent	25	29	25	12	31	36	30	13
Not living with any parent	**25**	**11**	**24**	**64**	**20**	**6**	**20**	**63**
Living as spouse	9	0	7	34	7	0	5	31
Living as lone parent	2	0	2	9	4	0	5	14
Other living arrangements	14	11	16	21	9	6	10	18
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**218,440**	**124,150**	**49,035**	**45,255**	**247,960**	**144,420**	**57,475**	**46,060**
Canada, Métis								
Living with parent(s)	**78**	**94**	**82**	**37**	**82**	**98**	**85**	**39**
Married parents	41	45	46	24	44	49	49	25
Common-law parents	11	16	9	3	11	15	9	3
Lone parent	26	32	27	11	27	33	27	11
Not living with any parent	**22**	**6**	**18**	**63**	**18**	**2**	**15**	**61**
Living as spouse	8	0	5	29	7	0	4	28
Living as lone parent	3	0	1	10	3	0	2	9
Other living arrangements	12	6	12	24	9	2	9	24
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**78,940**	**41,780**	**19,420**	**17,740**	**111,325**	**59,255**	**28,210**	**23,860**
Canada, Inuit								
Living with parent(s)	**79**	**92**	**79**	**42**	**83**	**97**	**81**	**41**
Married parents	49	54	55	29	45	50	48	24
Common-law parents	14	20	8	3	17	23	12	4
Lone parents	16	18	16	10	21	24	21	12
Not living with any parent	**21**	**8**	**21**	**58**	**17**	**3**	**19**	**59**
Living as a spouse	9	0	8	37	8	0	6	38
Living as lone parent	1	0	1	4	3	0	4	10
Other living arrangements	11	8	12	17	6	3	8	12
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**18,020**	**10,455**	**3,960**	**3,610**	**20,075**	**11,840**	**4,590**	**3,645**

Table A.4.3

Distribution[1] of the population aged 5 to 24 with Aboriginal identity, by age group and living arrangements, Canada and jurisdictions, 1996 and 2001[2] (continued)

	1996				2001			
	5 to 24	5 to 14	15 to 19	20 to 24	5 to 24	5 to 14	15 to 19	20 to 24
	percentage				percentage			
Newfoundland and Labrador, total Aboriginal identity[3]								
Living with parent(s)	**84**	**93**	**92**	**59**	**87**	**98**	**89**	**60**
Married parents	**60**	**63**	**70**	**47**	**58**	**60**	**65**	**44**
Common-law parents	9	13	8	3	14	19	10	7
Lone parent	14	17	14	9	16	19	15	9
Not living with any parent	**16**	**7**	**8**	**41**	**13**	**2**	**11**	**40**
Living as spouse	7	0	3	26	6	0	4	25
Living as lone parent	1	0	0	2	2	0	2	7
Other living arrangements	8	7	6	13	4	2	4	9
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**5,660**	**2,890**	**1,360**	**1,415**	**7,185**	**3,585**	**2,045**	**1,550**
Prince Edward Island, total Aboriginal identity[3]								
Living with parent(s)	**87**	**96**	**79**	**56**	**82**	**100**	**76**	**39**
Married parents	57	64	53	33	50	54	52	30
Common-law parents	9	10	0	22	12	21	0	0
Lone parent	22	22	26	0	20	25	24	9
Not living with any parent	**13**	**4**	**21**	**44**	**18**	**0**	**24**	**61**
Living as spouse	4	0	11	0	5	0	8	22
Living as lone parent	0	0	0	0	2	0	0	9
Other living arrangements	9	4	11	44	12	0	16	30
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**395**	**245**	**100**	**45**	**520**	**285**	**125**	**115**
Nova Scotia, total Aboriginal identity[3]								
Living with parent(s)	**78**	**92**	**79**	**43**	**83**	**97**	**86**	**43**
Married parents	41	44	45	28	40	44	45	23
Common-law parents	9	14	6	2	11	16	8	2
Lone parent	28	34	28	13	32	37	32	17
Not living with any parent	**22**	**8**	**21**	**57**	**18**	**3**	**14**	**57**
Living as spouse	8	0	4	29	6	0	2	24
Living as lone parent	2	0	1	9	4	0	4	15
Other living arrangements	12	8	16	19	8	3	8	19
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**4,880**	**2,615**	**1,165**	**1,095**	**6,600**	**3,610**	**1,575**	**1,415**
New Brunswick, total Aboriginal identity[3]								
Living with parent(s)	**76**	**92**	**78**	**36**	**84**	**98**	**83**	**46**
Married parents	40	48	45	16	42	45	41	33
Common-law parents	13	18	9	3	14	18	13	3
Lone parent	23	26	24	17	29	35	29	10
Not living with any parent	**24**	**8**	**22**	**64**	**16**	**2**	**17**	**54**
Living as a spouse	10	0	6	38	6	0	4	25
Living as lone parent	2	0	1	8	2	0	2	10
Other living arrangements	12	8	15	18	7	2	11	18
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**4,065**	**2,175**	**910**	**980**	**6,020**	**3,210**	**1,625**	**1,190**

Table A.4.3

Distribution[1] of the population aged 5 to 24 with Aboriginal identity, by age group and living arrangements, Canada and jurisdictions, 1996 and 2001[2] (continued)

	1996				2001			
	5 to 24	5 to 14	15 to 19	20 to 24	5 to 24	5 to 14	15 to 19	20 to 24
	percentage				percentage			
Quebec, total Aboriginal identity[3]								
Living with parent(s)	**78**	**92**	**82**	**44**	**83**	**98**	**84**	**43**
Married parents	47	52	52	29	43	47	47	27
Common-law parents	11	17	8	2	15	21	11	3
Lone parents	21	23	23	13	25	29	27	13
Not living with any parent	**22**	**8**	**18**	**56**	**17**	**2**	**16**	**57**
Living as spouse	9	0	6	33	8	0	6	31
Living as lone parent	1	0	1	5	3	0	4	10
Other living arrangements	11	8	11	17	6	2	6	15
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**26,030**	**13,825**	**6,080**	**6,125**	**28,660**	**15,925**	**6,685**	**6,050**
Ontario, total Aboriginal identity[3]								
Living with parent(s)	**78**	**94**	**81**	**40**	**83**	**97**	**86**	**41**
Married parents	42	47	46	25	42	46	47	25
Common-law parents	10	14	9	2	12	16	10	3
Lone parents	26	32	27	13	29	35	29	13
Not living with any parent	**22**	**6**	**19**	**60**	**17**	**3**	**14**	**59**
Living as spouse	8	0	5	30	7	0	4	29
Living as lone parent	2	0	2	9	3	0	3	11
Other living arrangements	11	6	12	21	7	3	8	19
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**53,545**	**28,650**	**12,640**	**12,250**	**69,085**	**38,475**	**16,545**	**14,065**
Manitoba, total Aboriginal identity[3]								
Living with parent(s)	**74**	**88**	**75**	**35**	**80**	**94**	**80**	**34**
Married parents	39	44	44	22	40	44	44	21
Common-law parents	11	15	8	2	11	15	9	3
Lone parents	24	30	23	11	29	35	28	11
Not living with any parent	**26**	**12**	**25**	**65**	**20**	**6**	**20**	**66**
Living as spouse	9	0	7	33	7	0	5	30
Living as lone parent	3	0	2	11	4	0	5	17
Other living arrangements	15	12	15	21	9	6	10	19
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**53,815**	**30,235**	**12,305**	**11,280**	**61,920**	**35,995**	**14,360**	**11,565**
Saskatchewan, total Aboriginal identity[3]								
Living with parent(s)	**74**	**88**	**75**	**31**	**80**	**95**	**78**	**33**
Married parents	34	37	39	18	35	38	39	18
Common-law parents	14	19	9	2	13	17	9	2
Lone parents	27	32	27	10	33	40	30	13
Not living with any parent	**26**	**12**	**25**	**69**	**20**	**5**	**22**	**67**
Living as spouse	8	0	7	35	7	0	6	30
Living as lone parent	3	0	2	13	5	0	5	18
Other living arrangements	15	12	16	20	8	5	11	19
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**50,155**	**29,700**	**10,990**	**9,465**	**58,665**	**34,740**	**13,385**	**10,540**

Table A.4.3

Distribution[1] of the population aged 5 to 24 with Aboriginal identity, by age group and living arrangements, Canada and jurisdictions, 1996 and 2001[2] (continued)

	1996				2001			
	5 to 24	5 to 14	15 to 19	20 to 24	5 to 24	5 to 14	15 to 19	20 to 24
	percentage				percentage			
Alberta, total Aboriginal population[3]								
Living with parent(s)	**74**	**89**	**74**	**32**	**78**	**94**	**78**	**33**
Married parents	32	36	36	16	33	38	35	17
Common-law parents	17	24	12	4	17	23	15	4
Lone parents	25	29	26	12	28	34	29	12
Not living with any parent	**26**	**11**	**26**	**68**	**22**	**6**	**22**	**67**
Living as spouse	9	0	8	36	8	0	5	32
Living as lone parent	2	0	1	9	3	0	4	11
Other living arrangements	15	11	17	24	11	6	12	24
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**51,520**	**29,475**	**11,770**	**10,275**	**65,390**	**36,805**	**15,505**	**13,075**
British Columbia, total Aboriginal identity[3]								
Living with parent(s)	**75**	**91**	**78**	**33**	**80**	**94**	**81**	**38**
Married parents	34	38	37	18	35	38	38	20
Common-law parents	14	19	12	4	14	18	10	5
Lone parents	27	33	28	11	32	37	32	14
Not living with any parent	**25**	**9**	**22**	**67**	**20**	**6**	**19**	**62**
Living as spouse	8	0	6	30	6	0	4	28
Living as lone parent	2	0	1	8	3	0	3	10
Other living arrangements	15	9	16	28	11	6	12	24
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**54,385**	**29,695**	**12,800**	**11,890**	**65,225**	**36,535**	**16,300**	**12,395**
Yukon, total Aboriginal identity[3]								
Living with parent(s)	**75**	**91**	**69**	**39**	**81**	**92**	**86**	**43**
Married parents	28	33	26	18	26	27	28	16
Common-law parents	24	31	20	7	22	27	22	7
Lone parents	23	26	23	14	34	38	37	20
Not living with any parent	**25**	**9**	**31**	**61**	**19**	**8**	**14**	**57**
Living as spouse	9	0	8	34	6	0	5	25
Living as lone parent	2	0	3	6	3	0	2	13
Other living arrangements	14	9	20	21	10	8	7	19
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**2,160**	**1,245**	**465**	**450**	**2,355**	**1,335**	**570**	**450**
Northwest Territories, total Aboriginal identity[3]								
Living with parent(s)	**79**	**91**	**78**	**43**	**84**	**97**	**85**	**46**
Married parents	42	45	48	28	39	41	44	25
Common-law parents	19	27	11	5	22	30	16	6
Lone parents	17	20	18	9	24	26	25	15
Not living with any parent	**21**	**9**	**22**	**57**	**16**	**3**	**15**	**54**
Living as spouse	7	0	5	32	6	0	4	29
Living as lone parent	1	0	1	6	3	0	4	9
Other living arrangements	12	9	15	19	7	3	8	16
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**7,740**	**4,480**	**1,760**	**1,500**	**7,765**	**4,485**	**1,795**	**1,485**

Table A.4.3

Distribution[1] of the population aged 5 to 24 with Aboriginal identity, by age group and living arrangements, Canada and jurisdictions, 1996 and 2001[2] (concluded)

	1996				2001			
	5 to 24	5 to 14	15 to 19	20 to 24	5 to 24	5 to 14	15 to 19	20 to 24
	percentage				percentage			
Nunavut, total Aboriginal identity[3]								
Living with parent(s)	**79**	**92**	**78**	**41**	**83**	**98**	**80**	**34**
Married parents	50	56	54	28	45	51	49	21
Common-law parents	15	21	9	3	19	26	12	3
Lone parents	14	15	15	11	18	21	18	9
Not living with any parent	**21**	**8**	**22**	**59**	**17**	**2**	**20**	**66**
Living as spouse	10	0	10	41	10	0	9	47
Living as lone parent	1	0	0	3	2	0	4	9
Other living arrangements	10	8	11	15	5	2	7	11
All living arrangements	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**9,550**	**5,625**	**2,135**	**1,790**	**10,450**	**6,240**	**2,335**	**1,880**

1. To ensure the confidentiality of responses collected for the Census, a random rounding process is used to alter the values reported in individual cells. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently and randomly rounded. However, apart from discrepancies due to simple rounding, the percentages are calculated to add up to 100%, as recommended by Census methodology.
2. Comparisons for the general population are based on 1991 and 2001 Census data. For the population with Aboriginal identity, however, 1991 Census data are not directly comparable with those from subsequent censuses; therefore, 1996 and 2001 Census data were used to examine this population.
3. Total Aboriginal identity includes the Aboriginal groups (North American Indian, Métis and Inuit), multiple Aboriginal responses and Aboriginal responses not included elsewhere.

Source: 1996 and 2001 Census of Population, Statistics Canada.

Table A.4.4

Distribution[1] of the population aged 5 to 24 with Aboriginal identity, by age group and work activity of parents, Canada and jurisdictions, 1996 and 2001[2]

	1996				2001			
	5 to 24	5 to 14	15 to 19	20 to 24	5 to 24	5 to 14	15 to 19	20 to 24
	percentage				percentage			
Canada, total Aboriginal identity[3]								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	38	35	43	42	43	41	48	49
One full time, other part time	18	18	17	15	18	19	17	16
One full time, other neither working for pay nor self-employed	24	25	21	20	23	24	19	21
Other[4]	21	22	19	23	16	17	15	15
Population (number), two-parent family	**165,590**	**109,730**	**38,880**	**16,980**	**202,335**	**134,240**	**49,020**	**19,070**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	39	35	45	51	48	45	53	53
Part time	13	14	13	11	14	15	13	10
Neither working for pay nor self-employed	48	51	42	38	38	40	34	37
Population (number), lone-parent family	**80,025**	**53,220**	**18,775**	**8,035**	**113,095**	**76,970**	**26,665**	**9,455**
Canada, North American Indian								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	36	33	41	41	40	38	45	45
One full time, other part time	16	16	16	13	16	16	15	14
One full time, other neither working for pay nor self-employed	24	26	22	21	25	26	22	23
Other[4]	24	24	22	25	19	20	18	19
Population (number), two-parent family	**109,475**	**74,005**	**24,750**	**10,720**	**123,425**	**83,880**	**28,625**	**10,920**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	38	35	43	51	46	43	50	51
Part time	12	12	12	9	13	14	12	8
Neither working for pay nor self-employed	50	53	45	40	42	43	38	40
Population (number), lone-parent family	**53,950**	**36,080**	**12,330**	**5,535**	**75,750**	**52,445**	**17,235**	**6,075**
Canada, Métis								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	42	39	48	46	50	46	55	57
One full time, other part time	22	23	21	17	23	24	21	19
One full time, other neither working for pay nor self-employed	22	24	18	17	19	21	15	17
Other[4]	15	15	13	19	9	9	9	7
Population (number), two-parent family	**40,930**	**25,580**	**10,660**	**4,690**	**61,145**	**38,245**	**16,310**	**6,595**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	43	37	53	56	54	54	61	57
Part time	15	16	14	13	15	15	14	12
Neither working for pay nor self-employed	42	47	34	31	30	30	25	31
Population (number), lone-parent family	**20,650**	**13,525**	**5,190**	**1,935**	**29,835**	**19,560**	**7,640**	**2,630**

Table A.4.4

Distribution[1] of the population aged 5 to 24 with Aboriginal identity, by age group and work activity of parents, Canada and jurisdictions, 1996 and 2001[2] (continued)

	1996				2001			
	5 to 24	5 to 14	15 to 19	20 to 24	5 to 24	5 to 14	15 to 19	20 to 24
	percentage				percentage			
Canada, Inuit								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	39	39	43	32	42	40	46	41
One full time, other part time	19	20	17	21	20	21	18	16
One full time, other neither working for pay nor self-employed	22	22	21	23	21	21	18	23
Other[4]	19	18	20	24	18	17	18	20
Population (number), two-parent family	**11,350**	**7,700**	**2,490**	**1,155**	**12,480**	**8,665**	**2,770**	**1,040**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	48	50	49	38	50	50	51	51
Part time	16	17	16	16	16	17	15	19
Neither working for pay nor self-employed	35	33	34	46	33	33	35	30
Population (number), lone-parent family	**2,890**	**1,870**	**645**	**380**	**4,270**	**2,850**	**965**	**450**
Newfoundland and Labrador, total Aboriginal identity[3]								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	48	47	51	46	57	55	61	57
One full time, other part time	14	13	17	15	16	16	15	14
One full time, other neither working for pay nor self-employed	18	21	13	16	15	16	13	15
Other[4]	19	19	18	23	13	13	12	15
Population (number), two-parent family	**3,945**	**2,190**	**1,055**	**700**	**5,130**	**2,820**	**1,520**	**790**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	47	45	57	38	56	57	65	29
Part time	10	10	11	8	8	10	5	7
Neither working for pay nor self-employed	43	45	32	54	36	33	30	64
Population (number), lone-parent family	**805**	**490**	**190**	**125**	**1,135**	**695**	**305**	**135**
Prince Edward Island, total Aboriginal identity[3]								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	66	73	64	0	59	63	62	60
One full time, other part time	13	8	18	100	19	22	38	0
One full time, other neither working for pay nor self-employed	17	14	18	0	13	10	0	40
Other[4]	4	5	0	0	7	5	15	0
Population (number), two-parent family	**260**	**185**	**60**	**15**	**315**	**210**	**70**	**35**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**0**
Full time	44	56	29	100	57	62	57	0
Part time	0	0	0	0	14	23	0	0
Neither working for pay nor self-employed	56	44	71	0	29	15	43	0
Population (number), lone-parent family	**85**	**55**	**25**	**0[5]**	**105**	**70**	**30**	**0**

Table A.4.4

Distribution[1] of the population aged 5 to 24 with Aboriginal identity, by age group and work activity of parents, Canada and jurisdictions, 1996 and 2001[2] (continued)

	1996				2001			
	5 to 24	5 to 14	15 to 19	20 to 24	5 to 24	5 to 14	15 to 19	20 to 24
	percentage				percentage			
Nova Scotia, total Aboriginal identity[3]								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	31	29	35	29	45	45	46	46
One full time, other part time	14	15	13	9	14	14	12	14
One full time, other neither working for pay nor self-employed	27	27	28	25	24	24	22	26
Other[4]	28	28	24	37	17	17	20	14
Population (number), two-parent family	**2,435**	**1,520**	**595**	**325**	**3,345**	**2,145**	**840**	**360**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	35	32	38	48	47	44	50	57
Part time	14	12	18	14	19	20	21	10
Neither working for pay nor self-employed	51	56	43	38	34	36	29	33
Population (number), lone-parent family	**1,360**	**890**	**325**	**145**	**2,100**	**1,350**	**505**	**245**
New Brunswick, total Aboriginal identity[3]								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	43	41	45	51	51	48	53	57
One full time, other part time	11	13	8	11	11	13	10	7
One full time, other neither working for pay nor self-employed	27	27	30	19	23	25	17	24
Other[4]	19	19	16	19	15	14	20	12
Population (number), two-parent family	**2,120**	**1,440**	**495**	**180**	**3,330**	**2,025**	**870**	**430**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	49	49	47	55	54	51	61	54
Part time	6	8	5	0	13	29	9	8
Neither working for pay nor self-employed	45	43	49	45	33	34	30	38
Population (number), lone-parent family	**950**	**565**	**215**	**170**	**1,720**	**1,125**	**470**	**120**
Quebec, total Aboriginal identity[3]								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	41	40	44	40	47	45	53	45
One full time, other part time	15	15	17	16	15	16	14	13
One full time, other neither working for pay nor self-employed	23	25	21	21	23	24	20	26
Other[4]	21	21	18	23	15	16	13	16
Population (number), two-parent family	**15,020**	**9,500**	**3,620**	**1,895**	**16,545**	**10,865**	**3,850**	**1,825**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	43	38	51	49	55	52	61	57
Part time	10	10	12	9	10	10	11	6
Neither working for pay nor self-employed	47	52	37	42	36	38	28	38
Population (number), lone-parent family	**5,390**	**3,215**	**1,370**	**805**	**7,275**	**4,685**	**1,790**	**800**

Table A.4.4

Distribution[1] of the population aged 5 to 24 with Aboriginal identity, by age group and work activity of parents, Canada and jurisdictions, 1996 and 2001[2] (continued)

	1996				2001			
	5 to 24	5 to 14	15 to 19	20 to 24	5 to 24	5 to 14	15 to 19	20 to 24
	percentage				percentage			
Ontario, total Aboriginal identity[3]								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	39	36	42	45	45	44	47	49
One full time, other part time	18	19	18	15	20	20	21	16
One full time, other neither working for pay nor self-employed	25	27	23	21	24	25	20	22
Other[4]	18	19	17	19	12	12	12	14
Population (number), two-parent family	**27,775**	**17,580**	**6,850**	**3,345**	**37,210**	**23,905**	**9,380**	**3,920**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	36	31	42	56	49	48	53	52
Part time	15	16	16	10	16	18	13	9
Neither working for pay nor self-employed	48	53	41	34	34	34	34	39
Population (number), lone-parent family	**14,190**	**9,260**	**3,365**	**1,560**	**20,135**	**13,530**	**4,785**	**1,820**
Manitoba, total Aboriginal identity[3]								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	35	31	41	41	42	38	48	52
One full time, other part time	15	16	15	11	17	18	15	15
One full time, other neither working for pay nor self-employed	25	26	21	22	23	24	20	18
Other[4]	25	27	22	26	19	20	17	15
Population (number), two-parent family	**26,735**	**17,635**	**6,385**	**2,720**	**31,500**	**21,250**	**7,490**	**2,755**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	34	30	42	48	44	40	51	56
Part time	10	10	10	7	11	11	13	12
Neither working for pay nor self-employed	56	60	49	45	45	49	36	33
Population (number), lone-parent family	**13,105**	**8,965**	**2,880**	**1,260**	**17,980**	**12,745**	**4,015**	**1,215**
Saskatchewan, total Aboriginal identity[3]								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	32	29	41	39	40	37	47	49
One full time, other part time	16	16	17	14	15	15	14	15
One full time, other neither working for pay nor self-employed	24	26	18	16	22	24	18	18
Other[4]	28	29	24	30	23	25	21	18
Population (number), two-parent family	**23,920**	**16,680**	**5,270**	**1,970**	**27,950**	**19,350**	**6,475**	**2,120**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	34	31	41	42	41	39	46	46
Part time	11	12	10	9	10	14	12	7
Neither working for pay nor self-employed	55	57	49	50	47	48	43	47
Population (number), lone-parent family	**13,320**	**9,360**	**2,975**	**990**	**19,105**	**13,790**	**3,975**	**1,335**

Table A.4.4

Distribution[1] of the population aged 5 to 24 with Aboriginal identity, by age group and work activity of parents, Canada and jurisdictions, 1996 and 2001[2] (continued)

	1996				2001			
	5 to 24	5 to 14	15 to 19	20 to 24	5 to 24	5 to 14	15 to 19	20 to 24
	percentage				percentage			
Alberta, total Aboriginal identity[3]								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	39	36	45	44	44	41	51	50
One full time, other part time	19	20	18	15	19	20	18	15
One full time, other neither working for pay nor self-employed	23	25	19	19	24	25	19	23
Other[4]	18	18	17	22	13	13	12	13
Population (number), two-parent family	**25,250**	**17,600**	**5,605**	**2,045**	**32,855**	**22,390**	**7,735**	**2,725**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	49	46	54	56	55	53	60	58
Part time	14	15	12	15	11	13	8	8
Neither working for pay nor self-employed	37	39	33	30	34	34	32	34
Population (number), lone-parent family	**12,815**	**8,505**	**3,075**	**1,230**	**18,360**	**12,335**	**4,425**	**1,600**
British Columbia, total Aboriginal identity[3]								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	37	34	42	44	38	35	43	44
One full time, other part time	22	23	20	18	24	25	22	22
One full time, other neither working for pay nor self-employed	22	24	21	19	23	24	20	20
Other[4]	19	19	17	19	16	17	15	13
Population (number), two-parent family	**25,980**	**17,030**	**6,330**	**2,620**	**31,625**	**20,570**	**7,980**	**3,075**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	37	33	43	55	45	42	51	50
Part time	16	17	15	14	17	17	17	15
Neither working for pay nor self-employed	47	51	43	31	38	41	33	35
Population (number), lone-parent family	**14,805**	**9,865**	**3,600**	**1,340**	**20,610**	**13,630**	**5,290**	**1,690**
Yukon, total Aboriginal identity[3]								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	50	47	58	55	58	57	60	58
One full time, other part time	15	17	12	9	20	22	18	11
One full time, other neither working for pay nor self-employed	16	17	12	9	11	11	11	21
Other[4]	19	18	19	27	11	10	12	11
Population (number), two-parent family	**1,135**	**810**	**220**	**110**	**1,110**	**725**	**285**	**100**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	68	67	62	79	66	62	76	72
Part time	10	11	14	0	17	21	10	11
Neither working for pay nor self-employed	22	23	24	21	17	17	15	17
Population (number), lone-parent family	**500**	**325**	**105**	**70**	**805**	**505**	**205**	**90**

Table A.4.4

Distribution[1] of the population aged 5 to 24 with Aboriginal identity, by age group and work activity of parents, Canada and jurisdictions, 1996 and 2001[2] (concluded)

	1996				2001			
	5 to 24	5 to 14	15 to 19	20 to 24	5 to 24	5 to 14	15 to 19	20 to 24
	percentage				percentage			
Northwest Territories, total Aboriginal identity[3]								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	48	48	50	44	54	52	57	57
One full time, other part time	18	19	16	14	16	18	14	9
One full time, other neither working for pay nor self-employed	19	20	18	16	19	19	17	17
Other[4]	16	14	17	27	11	10	13	17
Population (number), two-parent family	**4,770**	**3,210**	**1,050**	**505**	**4,715**	**3,170**	**1,070**	**470**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	62	63	62	54	66	67	66	59
Part time	14	14	14	14	14	14	15	11
Neither working for pay nor self-employed	24	23	24	32	21	19	29	30
Population (number), lone-parent family	**1,350**	**890**	**320**	**140**	**1,840**	**1,165**	**445**	**225**
Nunavut, total Aboriginal identity[3]								
Work activity, two-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Both full time	36	37	38	26	38	38	39	35
One full time, other part time	19	20	17	16	20	20	65	16
One full time, other neither working for pay nor self-employed	23	23	23	28	23	23	20	24
Other[4]	21	20	23	30	20	19	20	25
Population (number), two-parent family	**6,235**	**4,345**	**1,345**	**545**	**6,705**	**4,800**	**1,445**	**460**
Work activity, lone-parent family	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Full time	48	49	48	39	46	48	42	40
Part time	19	19	19	18	18	18	19	23
Neither working for pay nor self-employed	33	31	33	42	35	34	39	37
Population (number), lone-parent family	**1,340**	**830**	**320**	**190**	**1,920**	**1,330**	**415**	**170**

1. To ensure the confidentiality of responses collected for the Census, a random rounding process is used to alter the values reported in individual cells. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently and randomly rounded. However, apart from discrepancies due to simple rounding, the percentages are calculated to add up to 100%, as recommended by Census methodology.
2. Comparisons for the general population are based on 1991 and 2001 Census data. For the population with Aboriginal identity, however, 1991 Census data are not directly comparable with those from subsequent censuses; therefore, 1996 and 2001 Census data were used to examine this population.
3. Total Aboriginal identity includes the Aboriginal groups (North American Indian, Métis and Inuit), multiple Aboriginal responses and Aboriginal responses not included elsewhere.
4. Both parents working part time; one part time, the other neither working for pay nor self-employed; both neither working for pay nor self-employed.
5. Data randomly rounded. Independently rounded numbers for the sub-categories (full time, part time, not working for lone-parent families) in Prince Edward Island are 10, 0, 0, respectively; however, percentages were calculated to add up to 100%, as recommended by Census methodology.

Source: 1996 and 2001 Census of Population, Statistics Canada.

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Table B.1.1

Combined public and private expenditure on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (in millions of 2001 constant dollars)

	Pre-elementary, elementary-secondary	Trade-vocational[7]	College[7]	University	All post-secondary	All levels combined
	millions of 2001 constant dollars					
Canada[1]						
1997/1998	**40,209**	**6,168**	**5,066**	**13,214**	**24,448**	**64,657**
1998/1999	**41,545**	**6,909**	**5,099**	**13,778**	**25,786**	**67,332**
1999/2000	**41,501**	**5,587**	**5 757**	**15 316**	**26,660**	**68,160**
2000/2001	**41,304**	**5,808**	**5,667**	**16,580**	**28,055**	**69,359**
2001/2002	**42,295**	**5,632**	**5,824**	**17,466**	**28,921**	**71,216**
2002/2003	**42,717**	**5,215**	**5,593**	**18,798**	**29,606**	**72,323**
Newfoundland and Labrador[2]						
1997/1998	598	455	39	253	747	**1,345**
1998/1999	601	339	32	262	633	**1,234**
1999/2000	597	202	36	283	520	**1,117**
2000/2001	583	200	34	285	519	**1,102**
2001/2002	608	201	42	308	551	**1,160**
2002/2003	611	206	38	305	548	**1,160**
Prince Edward Island						
1997/1998	137	59	30	49	137	**274**
1998/1999	155	56	23	53	132	**287**
1999/2000	152	36	24	58	118	**270**
2000/2001	154	34	23	62	120	**274**
2001/2002	156	32	25	66	123	**280**
2002/2003	150	35	31	73	140	**290**
Nova Scotia						
1997/1998	993	221	80	502	802	**1,795**
1998/1999	1,101	223	98	559	880	**1,981**
1999/2000	1,139	117	108	639	864	**2,003**
2000/2001	1,015	142	106	661	909	**1,923**
2001/2002	1,006	124	110	681	915	**1,921**
2002/2003	1,032	91	110	731	932	**1,965**
New Brunswick[3]						
1997/1998	909	228	72	346	647	**1,556**
1998/1999	924	215	83	343	641	**1,565**
1999/2000	930	215	67	358	640	**1,570**
2000/2001	858	286	76	374	736	**1,594**
2001/2002	864	273	85	381	739	**1,603**
2002/2003	864	171	83	404	658	**1,522**
Quebec[4]						
1997/1998	8,202	1,155	2,126	3,370	6,651	**14,853**
1998/1999	8,269	1,874	2,118	3,384	7,377	**15,646**
1999/2000	8,966	1,199	2,117	3,686	7,002	**15,969**
2000/2001	9,068	1,287	2,201	3,883	7,370	**16,439**
2001/2002	9,628	1,240	2,227	4,231	7,697	**17,326**
2002/2003	9,318	1,297	2,144	4,703	8,144	**17,462**

Table B.1.1

Combined public and private expenditure on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (in millions of 2001 constant dollars) (continued)

	Pre-elementary, elementary-secondary	Trade-vocational[7]	College[7]	University	All post-secondary	All levels combined
	millions of 2001 constant dollars					
Ontario						
1997/1998	16,911	1,637	1,488	4,764	7,888	**24,799**
1998/1999	17,500	1,572	1,459	5,109	8,140	**25,640**
1999/2000	16,739	1,398	2,039	5,688	9,125	**25,864**
2000/2001	16,328	1,294	1,759	6,103	9,155	**25,483**
2001/2002	16,391	1,166	1,808	6,406	9,380	**25,770**
2002/2003	16,780	1,067	1,692	6,826	9,585	**26,366**
Manitoba						
1997/1998	1,756	220	99	489	808	**2,564**
1998/1999	1,813	255	99	536	890	**2,703**
1999/2000	1,848	216	110	568	895	**2,742**
2000/2001	1,869	238	119	606	962	**2,832**
2001/2002	1,854	246	117	628	991	**2,845**
2002/2003	1,946	235	126	669	1,030	**2,977**
Saskatchewan						
1997/1998	1,456	283	65	554	902	**2,358**
1998/1999	1,480	307	66	551	924	**2,404**
1999/2000	1,471	326	65	626	1,017	**2,488**
2000/2001	1,498	330	72	678	1,080	**2,578**
2001/2002	1,490	327	74	723	1,125	**2,615**
2002/2003	1,589	287	76	785	1,148	**2,737**
Alberta						
1997/1998	3,870	755	436	1,168	2,359	**6,229**
1998/1999	4,212	900	477	1,246	2,624	**6,836**
1999/2000	4,154	727	583	1,461	2,770	**6,924**
2000/2001	4,235	859	680	1,688	3,227	**7,462**
2001/2002	4,401	853	671	1,756	3,280	**7,681**
2002/2003	4,568	774	647	1,800	3,221	**7,789**
British Columbia						
1997/1998	5,043	939	578	1,633	3,150	**8,193**
1998/1999	5,139	930	589	1,645	3,163	**8,302**
1999/2000	5,186	987	540	1,855	3,383	**8,568**
2000/2001	5,383	1,025	530	2,147	3,703	**9,085**
2001/2002	5,552	1,043	598	2,185	3,826	**9,378**
2002/2003	5,493	924	575	2,411	3,910	**9,403**
Yukon[5]						
1997/1998	88	18	8	4	30	**118**
1998/1999	81	19	7	4	30	**111**
1999/2000	85	30	8	4	41	**126**
2000/2001	83	27	8	5	40	**123**
2001/2002	87	29	9	4	43	**130**
2002/2003	90	28	8	4	40	**130**
Northwest Territories[5,6]						
1997/1998	221	40	45	4	88	**309**
1998/1999	218	45	43	5	92	**311**
1999/2000	122	39	35	5	79	**201**
2000/2001	120	38	37	4	79	**198**
2001/2002	140	42	40	4	85	**226**
2002/2003	148	43	42	4	89	**237**

Table B.1.1

Combined public and private expenditure on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (in millions of 2001 constant dollars) (concluded)

	Pre-elementary, elementary-secondary	Trade-vocational[7]	College[7]	University	All post-secondary	All levels combined
	millions of 2001 constant dollars					
Nunavut[5, 6]						
1997/1998	...	...	...	...	...	...
1998/1999	...	...	...	...	...	...
1999/2000	88	37[8]	21	1	60	148
2000/2001	87	45	21	1	67	154
2001/2002	92	55	16	2	73	165
2002/2003	96	53	20	2	75	171

1. The data shown at the Canada level include Canada's spending on education in foreign countries (e.g., Department of National Defence schools), and undistributed expenditure.
2. The decline in expenditure in Newfoundland and Labrador was in fact a return to "normal" expenditure level after a significant but short-term funding increase in the mid-1990s, notably for the Atlantic Groundfish Strategy.
3. Although the decrease in public and private expenditure on education in New Brunswick in 2000/2001, 2001/2002, and 2002/2003 reflects a change in employer contributions to teachers' pension plans, the actual data for 2000/2001, 2001/2002 and 2002/2003 for New Brunswick show an increase in expenditure for school district operations at the elementary/secondary level in all three years.
4. Expenditure at the elementary-secondary level in Quebec includes trade-vocational expenditure administered through the elementary-secondary system.
5. Although there are no universities in the territories, there are expenditures at the university level including student aid as well as administrative expenditures. These expenditures are also included in the provincial data.
6. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000.
7. Expenditure on private business colleges is not included.
8. Slightly underestimated as tuition-fees (part of private expenditure) for the trade-vocational portion not reported for the only college in Nunavut in 1999/2000.

Note: Large year-over-year variations in public and private funding to school boards are caused by accounting adjustments to prior-year surpluses and/or deficits. This means that trends should be observed over a period of years rather than from one year to the next.

Sources: Survey of Uniform Financial System of School Boards, Statistics Canada.
Survey of Financial Statistics of Private Elementary and Secondary Schools, Statistics Canada.
Survey of Federal Government Expenditures in Support of Education, Statistics Canada.
Survey of Financial Information of Universities and Colleges, Statistics Canada.
Financial Statistics of Community Colleges and Vocational Schools, Statistics Canada.
Provincial Expenditures on Education in Reform and Correctional Institutions, Statistics Canada.
Provincial Public Accounts.

Table B.1.2

Indices of change in combined public and private expenditure on education, in 2001 constant dollars, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (1997/1998 = 100)

	Pre-elementary, elementary-secondary	Trade-vocational	College	University	All post-secondary	All levels combined
			index			
Canada						
1997/1998	**100**	**100**	**100**	**100**	**100**	**100**
1998/1999	**103**	**112**	**101**	**104**	**105**	**104**
1999/2000	**103**	**91**	**114**	**116**	**109**	**105**
2000/2001	**103**	**94**	**112**	**125**	**115**	**107**
2001/2002	**105**	**91**	**115**	**132**	**118**	**110**
2002/2003	**106**	**85**	**110**	**142**	**121**	**112**
Newfoundland and Labrador						
1997/1998	100	100	100	100	100	**100**
1998/1999	101	74	83	103	85	**92**
1999/2000	100	44	92	112	70	**83**
2000/2001	98	44	88	113	69	**82**
2001/2002	102	44	109	122	74	**86**
2002/2003	102	45	98	120	73	**86**
Prince Edward Island						
1997/1998	100	100	100	100	100	**100**
1998/1999	113	95	80	107	96	**105**
1999/2000	111	62	81	117	86	**98**
2000/2001	113	59	78	127	87	**100**
2001/2002	114	54	86	134	90	**102**
2002/2003	110	60	105	149	102	**106**
Nova Scotia						
1997/1998	100	100	100	100	100	**100**
1998/1999	111	101	123	111	110	**110**
1999/2000	115	53	136	127	108	**112**
2000/2001	102	64	133	132	113	**107**
2001/2002	101	56	139	136	114	**107**
2002/2003	104	41	139	146	116	**109**
New Brunswick						
1997/1998	100	100	100	100	100	**100**
1998/1999	102	94	116	99	99	**101**
1999/2000	102	94	94	103	99	**101**
2000/2001	94	125	106	108	114	**102**
2001/2002	95	120	118	110	114	**103**
2002/2003	95	75	116	117	102	**98**
Quebec						
1997/1998	100	100	100	100	100	**100**
1998/1999	101	162	100	100	111	**105**
1999/2000	109	104	100	109	105	**108**
2000/2001	111	111	104	115	111	**111**
2001/2002	117	107	105	126	116	**117**
2002/2003	114	112	101	140	122	**118**
Ontario						
1997/1998	100	100	100	100	100	**100**
1998/1999	103	96	98	107	103	**103**
1999/2000	99	85	137	119	116	**104**
2000/2001	97	79	118	128	116	**103**
2001/2002	97	71	122	134	119	**104**
2002/2003	99	65	114	143	122	**106**
Manitoba						
1997/1998	100	100	100	100	100	**100**
1998/1999	103	116	101	110	110	**105**
1999/2000	105	98	112	116	111	**107**
2000/2001	106	108	120	124	119	**110**
2001/2002	106	112	119	128	123	**111**
2002/2003	111	107	128	137	128	**116**

Table B.1.2

Indices of change in combined public and private expenditure on education, in 2001 constant dollars, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (1997/1998 = 100) (concluded)

	Pre-elementary, elementary-secondary	Trade-vocational	College	University	All post-secondary	All levels combined
			index			
Saskatchewan						
1997/1998	100	100	100	100	100	100
1998/1999	102	109	102	99	102	102
1999/2000	101	115	100	113	113	106
2000/2001	103	117	112	122	120	109
2001/2002	102	116	115	131	125	111
2002/2003	109	102	117	142	127	116
Alberta						
1997/1998	100	100	100	100	100	100
1998/1999	109	119	109	107	111	110
1999/2000	107	96	134	125	117	111
2000/2001	109	114	156	145	137	120
2001/2002	114	113	154	150	139	123
2002/2003	118	102	148	154	137	125
British Columbia						
1997/1998	100	100	100	100	100	100
1998/1999	102	99	102	101	100	101
1999/2000	103	105	93	114	107	105
2000/2001	107	109	92	131	118	111
2001/2002	110	111	103	134	121	114
2002/2003	109	98	99	148	124	115
Yukon[3]						
1997/1998	100	100	100	100	100	100
1998/1999	92	102	91	106	100	94
1999/2000	96	162	100	104	138	107
2000/2001	94	147	106	132	135	104
2001/2002	99	160	116	120	143	110
2002/2003	102	151	106	104	133	110
Northwest Territories[1,3]						
1997/1998	...	...	...	...	...	...
1998/1999	...	...	...	...	...	...
1999/2000	100	100	100	100	100	100
2000/2001	98	96	106	84	100	99
2001/2002	115	106	115	77	108	112
2002/2003	121	110	120	87	113	118
Nunavut[1,3]						
1997/1998	...	...	...	...	...	...
1998/1999	...	...	...	...	...	...
1999/2000	100	100	100	100	100	100
2000/2001	98	120[2]	97	111	112	104
2001/2002	104	148[2]	75	177	123	112
2002/2003	108	141[2]	95	222	126	115

1. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000 (1999/2000 = 100).
2. These indices are slightly over-estimated as the only college in Nunavut did not report tuition fees (part of private expenditure) for the trade-vocational portion until 2000/2001.
3. Although there are no universities in the territories, there are expenditures at the university level including student aid as well as administrative expenditures. These expenditures are also included in the provincial data.

Note: Large year-over-year variations in public and private funding to school boards are caused by accounting adjustments to prior-year surpluses and/or deficits. This means that trends should be observed over a period of years rather than from one year to the next.

Source: Table B.1.1.

Table B.1.3

Percentage distribution of combined public and private expenditure on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003

	Pre-elementary, elementary-secondary	Trade-vocational	College	University	All post-secondary	Total
				percentage		
Canada						
1997/1998	**62.2**	**9.5**	**7.8**	**20.4**	**37.8**	**100.0**
1998/1999	**61.7**	**10.3**	**7.6**	**20.5**	**38.3**	**100.0**
1999/2000	**60.9**	**8.2**	**8.4**	**22.5**	**39.1**	**100.0**
2000/2001	**59.6**	**8.4**	**8.2**	**23.9**	**40.4**	**100.0**
2001/2002	**59.4**	**7.9**	**8.2**	**24.5**	**40.6**	**100.0**
2002/2003	**59.1**	**7.2**	**7.7**	**26.0**	**40.9**	**100.0**
Newfoundland and Labrador						
1997/1998	44.4	33.9	2.9	18.8	55.6	**100.0**
1998/1999	48.7	27.5	2.6	21.2	51.3	**100.0**
1999/2000	53.5	18.0	3.2	25.3	46.5	**100.0**
2000/2001	52.9	18.1	3.1	25.8	47.1	**100.0**
2001/2002	52.5	17.3	3.6	26.6	47.5	**100.0**
2002/2003	52.7	17.8	3.3	26.3	47.3	**100.0**
Prince Edward Island						
1997/1998	49.9	21.4	10.8	18.0	50.1	**100.0**
1998/1999	54.0	19.4	8.2	18.4	46.0	**100.0**
1999/2000	56.3	13.5	8.8	21.4	43.7	**100.0**
2000/2001	56.3	12.6	8.4	22.8	43.7	**100.0**
2001/2002	55.9	11.4	9.1	23.7	44.1	**100.0**
2002/2003	51.9	12.2	10.6	25.3	48.1	**100.0**
Nova Scotia						
1997/1998	55.3	12.3	4.4	27.9	44.7	**100.0**
1998/1999	55.6	11.3	4.9	28.2	44.4	**100.0**
1999/2000	56.9	5.8	5.4	31.9	43.1	**100.0**
2000/2001	52.8	7.4	5.5	34.4	47.2	**100.0**
2001/2002	52.4	6.4	5.7	35.4	47.6	**100.0**
2002/2003	52.5	4.6	5.6	37.2	47.5	**100.0**
New Brunswick						
1997/1998	58.4	14.7	4.6	22.3	41.6	**100.0**
1998/1999	59.0	13.7	5.3	21.9	41.0	**100.0**
1999/2000	59.3	13.7	4.3	22.8	40.7	**100.0**
2000/2001	53.8	17.9	4.8	23.5	46.2	**100.0**
2001/2002	53.9	17.0	5.3	23.7	46.1	**100.0**
2002/2003	56.8	11.3	5.5	26.5	43.2	**100.0**
Quebec						
1997/1998	55.2	7.8	14.3	22.7	44.8	**100.0**
1998/1999	52.9	12.0	13.5	21.6	47.1	**100.0**
1999/2000	56.1	7.5	13.3	23.1	43.9	**100.0**
2000/2001	55.2	7.8	13.4	23.6	44.8	**100.0**
2001/2002	55.6	7.2	12.9	24.4	44.4	**100.0**
2002/2003	53.4	7.4	12.3	26.9	46.6	**100.0**
Ontario						
1997/1998	68.2	6.6	6.0	19.2	31.8	**100.0**
1998/1999	68.3	6.1	5.7	19.9	31.7	**100.0**
1999/2000	64.7	5.4	7.9	22.0	35.3	**100.0**
2000/2001	64.1	5.1	6.9	23.9	35.9	**100.0**
2001/2002	63.6	4.5	7.0	24.9	36.4	**100.0**
2002/2003	63.6	4.0	6.4	25.9	36.4	**100.0**

Table B.1.3

Percentage distribution of combined public and private expenditure on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (concluded)

	Pre-elementary, elementary-secondary	Trade-vocational	College	University	All post-secondary	Total
			percentage			
Manitoba						
1997/1998	68.5	8.6	3.9	19.1	31.5	100.0
1998/1999	67.1	9.4	3.7	19.8	32.9	100.0
1999/2000	67.4	7.9	4.0	20.7	32.6	100.0
2000/2001	66.0	8.4	4.2	21.4	34.0	100.0
2001/2002	65.2	8.6	4.1	22.1	34.8	100.0
2002/2003	65.4	7.9	4.2	22.5	34.6	100.0
Saskatchewan						
1997/1998	61.8	12.0	2.7	23.5	38.2	100.0
1998/1999	61.6	12.8	2.7	22.9	38.4	100.0
1999/2000	59.1	13.1	2.6	25.2	40.9	100.0
2000/2001	58.1	12.8	2.8	26.3	41.9	100.0
2001/2002	57.0	12.5	2.8	27.7	43.0	100.0
2002/2003	58.0	10.5	2.8	28.7	42.0	100.0
Alberta						
1997/1998	62.1	12.1	7.0	18.8	37.9	100.0
1998/1999	61.6	13.2	7.0	18.2	38.4	100.0
1999/2000	60.0	10.5	8.4	21.1	40.0	100.0
2000/2001	56.8	11.5	9.1	22.6	43.2	100.0
2001/2002	57.3	11.1	8.7	22.9	42.7	100.0
2002/2003	58.7	9.9	8.3	23.1	41.3	100.0
British Columbia						
1997/1998	61.5	11.5	7.1	19.9	38.5	100.0
1998/1999	61.9	11.2	7.1	19.8	38.1	100.0
1999/2000	60.5	11.5	6.3	21.7	39.5	100.0
2000/2001	59.2	11.3	5.8	23.6	40.8	100.0
2001/2002	59.2	11.1	6.4	23.3	40.8	100.0
2002/2003	58.4	9.8	6.1	25.6	41.6	100.0
Yukon						
1997/1998	74.7	15.5	6.7	3.1	25.3	100.0
1998/1999	73.2	16.8	6.4	3.5	26.8	100.0
1999/2000	67.2	23.5	6.3	3.0	32.8	100.0
2000/2001	67.4	21.8	6.8	4.0	32.6	100.0
2001/2002	67.1	22.4	7.0	3.4	32.9	100.0
2002/2003	69.4	21.2	6.4	3.0	30.6	100.0
Northwest Territories[1]						
1997/1998	71.4	12.9	14.4	1.3	28.6	100.0
1998/1999	70.3	14.4	13.8	1.5	29.7	100.0
1999/2000	60.7	19.4	17.4	2.5	39.3	100.0
2000/2001	60.2	18.9	18.7	2.1	39.8	100.0
2001/2002	62.1	18.4	17.7	1.7	37.9	100.0
2002/2003	62.3	18.2	17.7	1.8	37.7	100.0
Nunavut[1]						
1997/1998	...	...	...	...	...	...
1998/1999	...	...	...	...	...	...
1999/2000	59.7	25.3[2]	14.4	0.6	40.3	100.0
2000/2001	56.5	29.4	13.5	0.6	43.5	100.0
2001/2002	55.8	33.6	9.7	0.9	44.2	100.0
2002/2003	56.1	31.0	11.8	1.1	43.9	100.0

1. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000.
2. Slightly underestimated as tuition fees (part of private expenditure) for the trade-vocational portion not reported for the only college in Nunavut in 1999/2000.

Source: Table B.1.1.

Table B.1.4

Combined public and private expenditure on education per capita and index of change, Canada and jurisdictions, 1997/1998 to 2002/2003 (in 2001 constant dollars)

	Can.	N.L.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Y.T.	N.W.T.[1]	Nvt.[1]
							2001 constant dollars							
Expenditure per capita														
1997/1998	**2,164**	2,440	2,014	1,925	2,067	2,042	2,209	2,256	2,316	2,201	2,075	3,709	...	...
1998/1999	**2,235**	2,286	2,111	2,126	2,085	2,144	2,256	2,376	2,362	2,358	2,084	3,549	...	...
1999/2000	**2,242**	2,095	1,980	2,145	2,092	2,181	2,248	2,400	2,452	2,345	2,136	4,091	4,951	5,514
2000/2001	**2,260**	2,087	2,007	2,059	2,124	2,234	2,181	2,468	2,558	2,483	2,249	4,044	4,901	5,584
2001/2002	**2,296**	2,222	2,048	2,061	2,138	2,342	2,166	2,471	2,615	2,513	2,299	4,309	5,531	5,867
2002/2003	**2,305**	2,233	2,116	2,102	2,029	2,345	2,179	2,576	2,748	2,499	2,285	4,311	5,709	5,938
Index of change (1997/1998 = 100)														
1997/1998	**100**	100	100	100	100	100	100	100	100	100	100	100	...	...
1998/1999	**103**	94	105	110	101	105	102	105	102	107	100	96	...	...
1999/2000	**104**	86	98	111	101	107	102	106	106	107	103	110	100	100
2000/2001	**104**	86	100	107	103	109	99	109	110	113	108	109	99	101
2001/2002	**106**	91	102	107	103	115	98	110	113	114	111	116	112	106
2002/2003	**107**	91	105	109	98	115	99	114	119	114	110	116	115	108

1. Nvt. was created on April 1, 1999. Prior to that date, data for Nvt. were included with data for the N.W.T. This creates a break in series for the N.W.T. in 1999/2000 (1999/2000=100).

Notes: Data in this table have been revised in comparison with data presented in 2005 PCEIP Report (Statistics Canada and Council of Ministers of Education, Canada. 2005. *Education indicators in Canada: Report of the Pan-Canadian Education Indicators Program.* Catalogue no. 81-582-XIE. Ottawa.).

Large year-over-year variations in public and private funding to school boards are caused by accounting adjustments to prior-year surpluses and/or deficits. This means that trends should be observed over a period of years rather than from one year to the next.

Sources: Expenditure: Table B.1.1.

Population: Annual Demographic Statistics, Catalogue no. 91-213-XPB, Statistics Canada.

Table B.1.5

Combined public and private expenditure on education as a percentage of GDP and index of change, Canada and jurisdictions, 1999/2000 to 2002/2003

	Can.	N.L.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Y.T.	N.W.T.	Nvt.
Expenditure as a percentage of GDP														
1999/2000	**6.6**	8.8	8.0	8.2	7.9	7.2	6.0	8.2	7.6	5.6	6.8	11.1	8.5	19.1
2000/2001	**6.3**	7.8	7.9	7.7	7.8	7.1	5.6	8.1	7.4	5.0	6.8	10.1	7.8	18.1
2001/2002	**6.4**	8.2	8.2	7.4	7.8	7.5	5.7	8.1	7.9	5.1	7.0	10.3	7.6	18.8
2002/2003	**6.4**	7.2	8.0	7.5	7.4	7.4	5.6	8.3	8.2	5.3	7.0	10.4	8.0	18.5
Index of change (1999-2000 = 100)														
1999/2000	**100**	100	100	100	100	100	100	100	100	100	100	100	100	100
2000/2001	**95**	89	99	93	99	99	94	99	97	90	99	91	91	95
2001/2002	**98**	93	102	90	99	104	95	99	103	91	103	93	89	98
2002/2003	**97**	82	101	91	95	102	94	101	107	96	102	94	95	96

Note: Data in this table have been revised in comparison with data presented in 2005 PCEIP Report (Statistics Canada and Council of Ministers of Education, Canada. 2005. *Education indicators in Canada: Report of the Pan-Canadian Education Indicators Program.* Catalogue no. 81-582-XIE. Ottawa.).

Sources: Expenditure: Table B.1.1.

GDP: Appendix 3 in 2007 PCEIP Handbook (Statistics Canada and Council of Ministers of Education, Canada. 2007. *Education indicators in Canada: Handbook for the Report of the Pan-Canadian Education Indicators Program.* Catalogue no. 81-582-XIE. Ottawa.).

Table B.2.1

Public expenditure[1] on education, health, social services, and non-social programs, Canada, 1989/1990 to 2005/2006 (in 2001 constant dollars)

	Elementary-secondary education	Post-secondary education	Other education	Total, education	Health	Social services[2]	Non-social programs[3]	Total expenditure
				Expenditure in millions of 2001 constant dollars				
1989/1990	31,707	19,963	2,402	54,071	50,655	91,184	179,586	375,497
1990/1991	33,471	20,893	2,496	56,860	52,919	96,252	184,620	390,652
1991/1992	36,502	22,156	2,815	61,472	57,018	107,818	188,218	414,526
1992/1993	37,998	22,888	3,360	64,246	58,327	112,130	184,001	418,704
1993/1994	37,941	22,906	3,278	64,126	58,903	115,423	182,516	420,968
1994/1995	38,158	22,642	3,773	64,573	57,839	108,768	186,530	417,711
1995/1996	36,967	22,726	3,519	63,213	58,346	106,809	190,405	418,772
1996/1997	36,217	21,564	2,829	60,610	57,937	106,698	177,825	403,070
1997/1998	35,941	22,037	3,112	61,091	60,931	106,626	171,426	400,074
1998/1999	35,551	23,395	3,808	62,754	62,421	107,657	174,466	407,298
1999/2000	36,664	24,169	4,311	65,145	72,265	112,959	185,035	435,405
2000/2001	36,635	25,352	4,231	66,218	76,998	114,801	179,766	437,783
2001/2002	36,410	23,537	4,139	64,518	82,017	114,231	178,719	439,485
2002/2003	36,759	25,778	4,236	66,773	78,549	111,540	175,125	431,988
2003/2004	37,407	25,998	4,494	67,900	83,414	112,999	176,266	440,578
2004/2005	40,034	29,826	4,705	74,564	91,569	117,725	179,604	463,462
2005/2006	40,436	30,603	4,636	75,676	93,528	119,917	181,801	470,921
				Percentage distribution of expenditure by program				
1989/1990	8.4	5.3	0.6	14.4	13.5	24.3	47.8	100.0
1990/1991	8.6	5.3	0.6	14.6	13.5	24.6	47.3	100.0
1991/1992	8.8	5.3	0.7	14.8	13.8	26.0	45.4	100.0
1992/1993	9.1	5.5	0.8	15.3	13.9	26.8	43.9	100.0
1993/1994	9.0	5.4	0.8	15.2	14.0	27.4	43.4	100.0
1994/1995	9.1	5.4	0.9	15.5	13.8	26.0	44.7	100.0
1995/1996	8.8	5.4	0.8	15.1	13.9	25.5	45.5	100.0
1996/1997	9.0	5.3	0.7	15.0	14.4	26.5	44.1	100.0
1997/1998	9.0	5.5	0.8	15.3	15.2	26.7	42.8	100.0
1998/1999	8.7	5.7	0.9	15.4	15.3	26.4	42.8	100.0
1999/2000	8.4	5.6	1.0	15.0	16.6	25.9	42.5	100.0
2000/2001	8.4	5.8	1.0	15.1	17.6	26.2	41.1	100.0
2001/2002	8.3	5.4	0.9	14.7	18.7	26.0	40.7	100.0
2002/2003	8.5	6.0	1.0	15.5	18.2	25.8	40.5	100.0
2003/2004	8.5	5.9	1.0	15.4	18.9	25.6	40.0	100.0
2004/2005	8.6	6.4	1.0	16.1	19.8	25.4	38.8	100.0
2005/2006	8.6	6.5	1.0	16.1	19.9	25.5	38.6	100.0

1. Includes expenditure by federal, provincial/territorial and local levels of government.
2. Social assistance; Workers' Compensation benefits; employee pension plan benefits and changes in equity; veterans' benefits; motor vehicle accident compensation; and other social services.
3. General government services; protection of persons and property; transportation and communication; resource conservation and industrial development; environment; recreation and culture; labour, employment and immigration; housing; foreign affairs and international assistance; regional planning and development; research establishments; general purpose transfers to other government subsectors; debt charges; and other expenditure.

Note: Data in this table allow comparisons across government programs, but are not directly comparable with the data on public expenditure in education presented in other tables.

Source: Public Institutions Division, Statistics Canada.

Tables B2

Table B.2.2

Public expenditure[1] on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (in millions of 2001 constant dollars)

	Pre-elementary, elementary-secondary	Trade-vocational	College	University	All post-secondary	All levels combined
			millions of 2001 constant dollars			
Canada[2]						
1997/1998	**37,169**	**5,633**	**4,008**	**8,811**	**18,451**	**55,620**
1998/1999	**38,402**	**6,322**	**4,064**	**9,185**	**19,570**	**57,972**
1999/2000	**38,349**	**5,082**	**4,585**	**10,302**	**19,969**	**58,318**
2000/2001	**37,985**	**5,219**	**4,334**	**10,843**	**20,397**	**58,381**
2001/2002	**38,681**	**5,033**	**4,387**	**10,856**	**20,276**	**58,957**
2002/2003	**39,143**	**4,533**	**4,354**	**11,489**	**20,375**	**59,519**
Newfoundland and Labrador[3]						
1997/1998	574	435	25	179	640	**1,214**
1998/1999	587	328	24	185	537	**1,123**
1999/2000	576	188	34	198	419	**996**
2000/2001	559	186	32	200	418	**977**
2001/2002	584	184	38	213	435	**1,019**
2002/2003	579	185	35	219	439	**1,018**
Prince Edward Island						
1997/1998	135	52	16	38	106	**242**
1998/1999	154	48	14	38	100	**254**
1999/2000	149	29	14	36	79	**228**
2000/2001	151	29	15	41	84	**235**
2001/2002	154	27	17	41	84	**238**
2002/2003	148	30	20	62	112	**260**
Nova Scotia						
1997/1998	950	210	67	284	562	**1,512**
1998/1999	1,071	215	80	308	603	**1,674**
1999/2000	1,116	104	92	336	532	**1,648**
2000/2001	977	127	90	341	559	**1,535**
2001/2002	968	111	94	326	531	**1,499**
2002/2003	990	79	94	325	499	**1,488**
New Brunswick[4]						
1997/1998	893	215	60	242	516	**1,409**
1998/1999	908	207	70	223	500	**1,408**
1999/2000	915	204	49	237	491	**1,406**
2000/2001	844	273	61	248	582	**1,425**
2001/2002	848	262	71	247	580	**1,428**
2002/2003	848	157	67	257	481	**1,329**
Quebec[5]						
1997/1998	7,356	1,103	1,894	2,521	5,518	**12,874**
1998/1999	7,398	1,812	1,864	2,674	6,350	**13,748**
1999/2000	8,026	1,137	1,862	2,616	5,616	**13,642**
2000/2001	8,088	1,238	1,949	2,845	6,032	**14,120**
2001/2002	8,641	1,174	1,941	3,047	6,161	**14,802**
2002/2003	8,351	1,237	1,893	3,335	6,465	**14,816**

Table B.2.2

Public expenditure[1] on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (in millions of 2001 constant dollars) (continued)

	Pre-elementary, elementary-secondary	Trade-vocational	College	University	All post-secondary	All levels combined
			millions of 2001 constant dollars			
Ontario						
1997/1998	15,882	1,512	1,013	2,859	5,384	**21,265**
1998/1999	16,485	1,412	1,050	2,972	5,434	**21,919**
1999/2000	15,708	1,298	1,486	3,764	6,548	**22,256**
2000/2001	15,164	1,165	1,105	3,607	5,877	**21,041**
2001/2002	14,958	1,060	1,096	3,419	5,574	**20,533**
2002/2003	15,433	848	1,117	3,536	5,502	**20,934**
Manitoba						
1997/1998	1,624	201	89	349	639	**2,263**
1998/1999	1,675	233	87	372	692	**2,367**
1999/2000	1,710	197	95	403	695	**2,406**
2000/2001	1,739	219	101	446	766	**2,505**
2001/2002	1,714	223	102	413	738	**2,452**
2002/2003	1,809	206	102	439	747	**2,556**
Saskatchewan						
1997/1998	1,434	262	58	374	694	**2,128**
1998/1999	1,422	287	59	389	736	**2,158**
1999/2000	1,433	307	58	428	792	**2,226**
2000/2001	1,439	313	66	511	889	**2,329**
2001/2002	1,455	304	66	484	853	**2,308**
2002/2003	1,517	266	67	488	821	**2,339**
Alberta						
1997/1998	3,418	636	299	813	1,748	**5,165**
1998/1999	3,712	749	305	837	1,891	**5,602**
1999/2000	3,689	598	395	959	1,952	**5,641**
2000/2001	3,832	666	416	1,029	2,112	**5,944**
2001/2002	3,977	658	417	1,119	2,194	**6,171**
2002/2003	4,120	611	426	1,128	2,165	**6,285**
British Columbia						
1997/1998	4,575	795	436	1,065	2,296	**6,870**
1998/1999	4,645	794	459	1,095	2,348	**6,993**
1999/2000	4,714	859	437	1,231	2,526	**7,241**
2000/2001	4,886	893	437	1,483	2,812	**7,699**
2001/2002	5,047	909	486	1,447	2,842	**7,889**
2002/2003	4,995	791	469	1,607	2,867	**7,862**
Yukon[6]						
1997/1998	85	15	7	4	25	**110**
1998/1999	78	17	6	4	27	**105**
1999/2000	83	27	7	4	38	**121**
2000/2001	81	25	8	5	37	**118**
2001/2002	86	26	8	4	39	**125**
2002/2003	89	24	7	4	35	**124**

Table B.2.2

Public expenditure[1] on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (in millions of 2001 constant dollars) (concluded)

	Pre-elementary, elementary-secondary	Trade-vocational	College	University	All post-secondary	All levels combined
	millions of 2001 constant dollars					
Northwest Territories[6, 7]						
1997/1998	219	39	42	4	84	**303**
1998/1999	217	44	42	5	91	**307**
1999/2000	120	38	32	5	75	**195**
2000/2001	115	36	33	4	73	**188**
2001/2002	137	40	36	4	80	**217**
2002/2003	144	42	38	4	84	**229**
Nunavut[6, 7]						
1997/1998	...	...	...	...	...	...
1998/1999	...	...	...	...	...	...
1999/2000	86	37	21	1	59	**145**
2000/2001	86	44	20	1	65	**151**
2001/2002	90	55	15	2	71	**161**
2002/2003	90	52	19	2	73	**163**

1. Includes expenditure by federal, provincial/territorial and local levels of government.
2. The data shown at the Canada level include Canada's spending on education in foreign countries (e.g., Department of National Defence schools), and undistributed expenditure.
3. The decline in expenditure in Newfoundland and Labrador was in fact a return to "normal" expenditure level after a significant but short-term funding increase in the mid-1990s; notably, for the Atlantic Groundfish Strategy.
4. Although the decrease in public expenditure in New Brunswick in 2000/2001, 2001/2002, and 2002/2003 reflects a change in employer contributions to teachers' pension plans, the actual data for 2000/2001, 2001/2002 and 2002/2003 for New Brunswick show an increase in expenditure for school district operations at the elementary/secondary level in all three years.
5. Expenditure at the elementary-secondary level in Quebec includes trade-vocational expenditure administered through the elementary-secondary system.
6. Although there are no universities in the territories, there are expenditures at the university level including student aid as well as administrative expenditures. These expenditures are also included in the provincial data.
7. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000.

Note: Large year-over-year variations in public and private funding to school boards are caused by accounting adjustments to prior-year surpluses and/or deficits. This means that trends should be observed over a period of years rather than from one year to the next.

Sources: Survey of Uniform Financial System of School Boards, Statistics Canada.
Survey of Financial Statistics of Private Elementary and Secondary Schools, Statistics Canada.
Survey of Federal Government Expenditures in Support of Education, Statistics Canada.
Survey of Financial Information of Universities and Colleges, Statistics Canada.
Financial Statistics of Community Colleges and Vocational Schools, Statistics Canada.
Provincial Expenditures on Education in Reform and Correctional Institutions, Statistics Canada.
Provincial Public Accounts.

Table B.2.3

Indices of change in public expenditure on education, in 2001 constant dollars, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (1997/1998 = 100)

	Pre-elementary, elementary-secondary	Trade-vocational	College	University	All post-secondary	All levels combined
			index			
Canada						
1997/1998	**100**	**100**	**100**	**100**	**100**	**100**
1998/1999	**103**	**112**	**101**	**104**	**106**	**104**
1999/2000	**103**	**90**	**114**	**117**	**108**	**105**
2000/2001	**102**	**93**	**108**	**123**	**111**	**105**
2001/2002	**104**	**89**	**109**	**123**	**110**	**106**
2002/2003	**105**	**80**	**109**	**130**	**110**	**107**
Newfoundland and Labrador						
1997/1998	100	100	100	100	100	**100**
1998/1999	102	75	93	103	84	**93**
1999/2000	100	43	133	110	66	**82**
2000/2001	97	43	127	111	65	**81**
2001/2002	102	42	150	119	68	**84**
2002/2003	101	43	136	122	69	**84**
Prince Edward Island						
1997/1998	100	100	100	100	100	**100**
1998/1999	114	93	84	100	94	**105**
1999/2000	110	56	86	93	74	**95**
2000/2001	112	55	92	106	79	**97**
2001/2002	114	51	103	107	79	**98**
2002/2003	110	57	123	163	105	**108**
Nova Scotia						
1997/1998	100	100	100	100	100	**100**
1998/1999	113	102	120	108	107	**111**
1999/2000	117	49	137	118	95	**109**
2000/2001	103	60	134	120	99	**102**
2001/2002	102	53	139	115	95	**99**
2002/2003	104	38	140	114	89	**98**
New Brunswick						
1997/1998	100	100	100	100	100	**100**
1998/1999	102	96	117	92	97	**100**
1999/2000	103	95	83	98	95	**100**
2000/2001	95	127	102	102	113	**101**
2001/2002	95	122	119	102	112	**101**
2002/2003	95	73	113	106	93	**94**
Quebec						
1997/1998	100	100	100	100	100	**100**
1998/1999	101	164	98	106	115	**107**
1999/2000	109	103	98	104	102	**106**
2000/2001	110	112	103	113	109	**110**
2001/2002	117	106	102	121	112	**115**
2002/2003	114	112	100	132	117	**115**
Ontario						
1997/1998	100	100	100	100	100	**100**
1998/1999	104	93	104	104	101	**103**
1999/2000	99	86	147	132	122	**105**
2000/2001	95	77	109	126	109	**99**
2001/2002	94	70	108	120	104	**97**
2002/2003	97	56	110	124	102	**98**
Manitoba						
1997/1998	100	100	100	100	100	**100**
1998/1999	103	116	98	107	108	**105**
1999/2000	105	98	107	116	109	**106**
2000/2001	107	109	114	128	120	**111**
2001/2002	106	111	115	118	116	**108**
2002/2003	111	103	114	126	117	**113**

Table B.2.3

Indices of change in public expenditure on education, in 2001 constant dollars, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (1997/1998 = 100) (concluded)

	Pre-elementary, elementary-secondary	Trade-vocational	College	University	All post-secondary	All levels combined
			index			
Saskatchewan						
1997/1998	100	100	100	100	100	**100**
1998/1999	99	110	103	104	106	**101**
1999/2000	100	117	100	114	114	**105**
2000/2001	100	120	114	136	128	**109**
2001/2002	101	116	113	129	123	**108**
2002/2003	106	102	116	130	118	**110**
Alberta						
1997/1998	100	100	100	100	100	**100**
1998/1999	109	118	102	103	108	**108**
1999/2000	108	94	132	118	112	**109**
2000/2001	112	105	139	127	121	**115**
2001/2002	116	103	140	138	126	**119**
2002/2003	121	96	143	139	124	**122**
British Columbia						
1997/1998	100	100	100	100	100	**100**
1998/1999	102	100	105	103	102	**102**
1999/2000	103	108	100	116	110	**105**
2000/2001	107	112	100	139	122	**112**
2001/2002	110	114	112	136	124	**115**
2002/2003	109	99	108	151	125	**114**
Yukon[1]						
1997/1998	100	100	100	100	100	**100**
1998/1999	92	108	95	106	105	**95**
1999/2000	98	179	105	103	149	**110**
2000/2001	96	164	114	132	146	**107**
2001/2002	101	174	122	120	153	**113**
2002/2003	105	158	106	104	137	**112**
Northwest Territories[1,2]						
1997/1998	...	...	...	...	...	...
1998/1999	...	...	...	...	...	...
1999/2000	100	100	100	100	100	**100**
2000/2001	96	96	103	84	98	**97**
2001/2002	114	106	113	77	107	**111**
2002/2003	120	110	120	87	113	**117**
Nunavut[1,2]						
1997/1998	...	...	...	...	...	...
1998/1999	...	...	...	...	...	...
1999/2000	100	100	100	100	100	**100**
2000/2001	101	119	96	111	111	**105**
2001/2002	105	146	74	177	121	**112**
2002/2003	106	139	91	222	124	**113**

1. Although there are no universities in the territories, there are expenditures at the university level including student aid as well as administrative expenditures. These expenditures are also included in the provincial data.
2. Since the series for Nunavut starts in 1999/2000, the calculation for Northwest Territories and Nunavut is for the period 1999/2000 to 2002/2003 only (1999/2000 = 100).

Note: Large year-over-year variations in public and private funding to school boards are caused by accounting adjustments to prior-year surpluses and/or deficits. This means that trends should be observed over a period of years rather than from one year to the next.

Source: Table B.2.2.

Table B.2.4

Private expenditure on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (in millions of 2001 constant dollars)

	Pre-elementary, elementary-secondary	Trade-vocational[1]	College[1]	University	All post-secondary	All levels combined
	millions of 2001 constant dollars					
Canada						
1997/1998	**3,043**	**535**	**1,059**	**4,403**	**5,998**	**9,037**
1998/1999	**3,144**	**588**	**1,035**	**4,593**	**6,216**	**9,360**
1999/2000	**3,151**	**505**	**1,172**	**5,014**	**6,691**	**9,842**
2000/2001	**3,319**	**589**	**1,333**	**5,737**	**7,659**	**10,978**
2001/2002	**3,613**	**599**	**1,437**	**6,609**	**8,645**	**12,258**
2002/2003	**3,573**	**683**	**1,239**	**7,310**	**9,231**	**12,804**
Newfoundland and Labrador						
1997/1998	24	20	13	73	107	**131**
1998/1999	15	11	8	76	96	**111**
1999/2000	21	14	2	85	101	**122**
2000/2001	24	14	2	85	100	**125**
2001/2002	25	17	4	95	116	**141**
2002/2003	33	21	3	86	109	**142**
Prince Edward Island						
1997/1998	1	7	13	11	31	**33**
1998/1999	1	7	10	15	32	**33**
1999/2000	2	7	10	22	39	**41**
2000/2001	3	6	8	22	36	**39**
2001/2002	3	5	9	25	39	**42**
2002/2003	2	6	11	11	28	**30**
Nova Scotia						
1997/1998	43	10	12	218	240	**284**
1998/1999	31	9	17	251	276	**307**
1999/2000	23	13	16	303	332	**356**
2000/2001	38	15	15	320	350	**388**
2001/2002	38	12	17	355	384	**422**
2002/2003	43	12	17	405	434	**477**
New Brunswick						
1997/1998	17	14	12	104	130	**147**
1998/1999	17	8	13	120	141	**158**
1999/2000	15	11	18	121	149	**165**
2000/2001	14	13	15	126	154	**169**
2001/2002	16	11	14	134	159	**175**
2002/2003	16	15	16	147	177	**193**
Quebec						
1997/1998	846	52	232	849	1,133	**1,979**
1998/1999	871	62	255	710	1,026	**1,898**
1999/2000	941	61	255	1,070	1,386	**2,327**
2000/2001	980	49	252	1,038	1,339	**2,319**
2001/2002	988	66	286	1,184	1,536	**2,524**
2002/2003	967	60	251	1,368	1,679	**2,646**

Table B.2.4

Private expenditure on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (in millions of 2001 constant dollars) (continued)

	Pre-elementary, elementary-secondary	Trade-vocational[1]	College[1]	University	All post-secondary	All levels combined
			millions of 2001 constant dollars			
Ontario						
1997/1998	1,029	125	475	1,905	2,505	**3,534**
1998/1999	1,015	159	409	2,138	2,706	**3,721**
1999/2000	1,032	100	553	1,924	2,577	**3,609**
2000/2001	1,164	129	654	2,496	3,278	**4,442**
2001/2002	1,433	106	712	2,987	3,805	**5,238**
2002/2003	1,348	219	575	3,289	4,083	**5,431**
Manitoba						
1997/1998	131	19	10	140	169	**300**
1998/1999	138	22	12	163	198	**336**
1999/2000	137	19	15	165	199	**337**
2000/2001	131	19	18	160	196	**327**
2001/2002	140	23	15	214	253	**393**
2002/2003	138	29	25	230	283	**421**
Saskatchewan						
1997/1998	22	21	7	180	208	**230**
1998/1999	57	20	6	162	188	**245**
1999/2000	38	19	7	198	225	**262**
2000/2001	59	17	6	167	190	**249**
2001/2002	35	24	9	240	272	**307**
2002/2003	72	22	8	297	327	**398**
Alberta						
1997/1998	452	119	137	355	611	**1,064**
1998/1999	500	152	172	409	733	**1,233**
1999/2000	464	128	188	502	818	**1,283**
2000/2001	402	192	264	659	1,115	**1,517**
2001/2002	424	195	255	637	1,086	**1,510**
2002/2003	448	162	221	672	1,055	**1,504**
British Columbia						
1997/1998	468	143	143	568	854	**1,323**
1998/1999	494	135	130	550	815	**1,309**
1999/2000	471	128	104	625	856	**1,327**
2000/2001	497	133	93	664	890	**1,387**
2001/2002	505	135	112	738	984	**1,489**
2002/2003	498	133	106	804	1,043	**1,541**
Yukon						
1997/1998	3	3	1	..	4	**8**
1998/1999	3	2	1	..	3	**6**
1999/2000	1	2	1	..	3	**5**
2000/2001	2	2	1	..	3	**5**
2001/2002	1	3	1	..	4	**5**
2002/2003	1	3	1	..	5	**6**

Table B.2.4

Private expenditure on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (in millions of 2001 constant dollars) (concluded)

	Pre-elementary, elementary-secondary	Trade-vocational[1]	College[1]	University	All post-secondary	All levels combined
			millions of 2001 constant dollars			
Northwest Territories[2]						
1997/1998	2	1	3	...	4	6
1998/1999	2	1	1	...	2	3
1999/2000	2	1	3	..	4	6
2000/2001	5	1	4	..	5	10
2001/2002	3	1	4	..	5	8
2002/2003	3	1	4	..	5	8
Nunavut[2]						
1997/1998	...	...	...	...	...	...
1998/1999	...	...	...	...	...	...
1999/2000	3[e]	..[3]	1	..	1	..
2000/2001	<1[e]	1	1	..	2	2
2001/2002	2[e]	1	1	..	2	4
2002/2003	5[e]	1	2	..	2	7

1. Expenditure on private business colleges is not included.
2. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000.
3. The only college in Nunavut started reporting tuition fees (part of private expenditure) for the trade-vocational portion in 2000/2001.

Note: Large year-over-year variations in public and private funding to school boards are caused by accounting adjustments to prior-year surpluses and/or deficits. This means that trends should be observed over a period of years rather than from one year to the next.

Sources: Survey of Uniform Financial System of School Boards, Statistics Canada.

Survey of Financial Statistics of Private Elementary and Secondary Schools, Statistics Canada.

Survey of Financial Information of Universities and Colleges, Statistics Canada.

Financial Statistics of Community Colleges and Vocational Schools, Statistics Canada.

Table B.2.5

Indices of change in private expenditure on education, in 2001 constant dollars, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (1997/1998 = 100)

	Pre-elementary, elementary-secondary	Trade-vocational[1]	College[1]	University	All post-secondary	All levels combined
			index			
Canada						
1997/1998	**100**	**100**	**100**	**100**	**100**	**100**
1998/1999	**103**	**110**	**98**	**104**	**104**	**104**
1999/2000	**104**	**94**	**111**	**114**	**112**	**109**
2000/2001	**109**	**110**	**126**	**130**	**128**	**121**
2001/2002	**119**	**112**	**136**	**150**	**144**	**136**
2002/2003	**117**	**127**	**117**	**166**	**154**	**142**
Newfoundland and Labrador						
1997/1998	100	100	100	100	100	**100**
1998/1999	62	57	64	104	90	**85**
1999/2000	88	68	13	116	94	**93**
2000/2001	103	67	13	116	94	**96**
2001/2002	103	84	30	130	109	**108**
2002/2003	137	102	24	117	102	**109**
Prince Edward Island						
1997/1998	100	100	100	100	100	**100**
1998/1999	80	107	74	132	102	**101**
1999/2000	169	106	73	200	125	**127**
2000/2001	219	86	60	197	114	**119**
2001/2002	179	77	66	230	127	**129**
2002/2003	144	85	82	100	89	**92**
Nova Scotia						
1997/1998	100	100	100	100	100	**100**
1998/1999	71	82	139	115	115	**108**
1999/2000	54	128	132	139	138	**125**
2000/2001	88	143	126	147	146	**137**
2001/2002	89	117	135	163	160	**149**
2002/2003	99	114	134	186	181	**168**
New Brunswick						
1997/1998	100	100	100	100	100	**100**
1998/1999	100	59	109	115	108	**107**
1999/2000	93	78	146	116	115	**112**
2000/2001	85	92	127	121	119	**115**
2001/2002	98	77	114	129	122	**119**
2002/2003	97	106	129	141	136	**132**
Quebec						
1997/1998	100	100	100	100	100	**100**
1998/1999	103	119	110	84	91	**96**
1999/2000	111	118	110	126	122	**118**
2000/2001	116	94	109	122	118	**117**
2001/2002	117	127	123	139	136	**128**
2002/2003	114	115	108	161	148	**134**
Ontario						
1997/1998	100	100	100	100	100	**100**
1998/1999	99	127	86	112	108	**105**
1999/2000	100	80	116	101	103	**102**
2000/2001	113	103	138	131	131	**126**
2001/2002	139	85	150	157	152	**148**
2002/2003	131	175	121	173	163	**154**
Manitoba						
1997/1998	100	100	100	100	100	**100**
1998/1999	105	113	122	117	117	**112**
1999/2000	105	99	151	118	118	**112**
2000/2001	100	97	177	114	116	**109**
2001/2002	107	118	153	153	149	**131**
2002/2003	105	147	252	164	168	**140**

Table B.2.5

Indices of change in private expenditure on education, in 2001 constant dollars, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (1997/1998 = 100) (concluded)

	Pre-elementary, elementary-secondary	Trade-vocational[1]	College[1]	University	All post-secondary	All levels combined
			index			
Saskatchewan						
1997/1998	100	100	100	100	100	100
1998/1999	259	94	95	90	91	107
1999/2000	170	92	107	110	108	114
2000/2001	264	80	96	93	92	108
2001/2002	159	112	128	133	131	134
2002/2003	323	102	124	165	157	173
Alberta						
1997/1998	100	100	100	100	100	100
1998/1999	111	128	125	115	120	116
1999/2000	103	108	137	141	134	121
2000/2001	89	162	192	185	182	143
2001/2002	94	164	185	179	178	142
2002/2003	99	137	161	189	173	141
British Columbia						
1997/1998	100	100	100	100	100	100
1998/1999	105	94	91	97	95	99
1999/2000	101	89	73	110	100	100
2000/2001	106	92	65	117	104	105
2001/2002	108	94	78	130	115	113
2002/2003	106	93	74	142	122	116
Yukon						
1997/1998	100	100	100	..	100	100
1998/1999	78	70	70	..	70	73
1999/2000	40	76	75	..	76	60
2000/2001	55	65	65	..	65	60
2001/2002	43	89	85	..	88	68
2002/2003	42	113	107	..	112	81
Northwest Territories[2]						
1997/1998	...	...	...	...	...	...
1998/1999	...	...	...	...	...	...
1999/2000	100	100	100	..	100	100
2000/2001	218	105	142	..	131	160
2001/2002	163	106	128	..	122	135
2002/2003	149	112	120	..	118	128
Nunavut[2]						
1997/1998	...	...	...	...	...	...
1998/1999	...	...	...	...	...	...
1999/2000	100 e	..	100	..	100	..
2000/2001	17 e	100	144	..	222	100
2001/2002	78 e	126	111	..	213	173
2002/2003	199 e	115	224	..	310	357

1. Expenditure on private business colleges is not included.
2. Since the series for Nunavut starts in 1999/2000, the calculation for Northwest Territories and Nunavut is for the period 1999/2000 to 2002/2003 only (1999/2000 = 100). In the case of Nunavut at the trade-vocational level, as the only college started reporting tuition fees (part of private expenditure) for the trade-vocational portion in 2000/2001, the index calculation is for the period 2000/2001 to 2002/2003 only (2000/2001 = 100).

Note: Large year-over-year variations in public and private funding to school boards are caused by accounting adjustments to prior-year surpluses and/or deficits. This means that trends should be observed over a period of years rather than from one year to the next.

Source: Table B.2.4.

Table B.2.6

Private expenditure as a percentage of total expenditure on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003

	Pre-elementary, elementary-secondary	Trade-vocational[1]	College[1]	University	All post-secondary	All levels combined
			percentage			
Canada						
1997/1998	**7.6**	**8.7**	**20.9**	**33.3**	**24.5**	**14.0**
1998/1999	**7.6**	**8.5**	**20.3**	**33.3**	**24.1**	**13.9**
1999/2000	**7.6**	**9.0**	**20.4**	**32.7**	**25.1**	**14.4**
2000/2001	**8.0**	**10.1**	**23.5**	**34.6**	**27.3**	**15.8**
2001/2002	**8.5**	**10.6**	**24.7**	**37.8**	**29.9**	**17.2**
2002/2003	**8.4**	**13.1**	**22.1**	**38.9**	**31.2**	**17.7**
Newfoundland and Labrador						
1997/1998	4.0	4.4	34.1	29.1	14.3	**9.7**
1998/1999	2.4	3.4	26.2	29.2	15.2	**9.0**
1999/2000	3.5	6.8	4.8	30.1	19.4	**10.9**
2000/2001	4.2	6.8	5.2	29.9	19.4	**11.3**
2001/2002	4.0	8.5	9.3	30.9	21.1	**12.1**
2002/2003	5.3	10.0	8.3	28.1	19.9	**12.2**
Prince Edward Island						
1997/1998	1.1	11.4	45.2	22.5	22.6	**11.9**
1998/1999	0.8	12.9	42.2	27.7	24.1	**11.5**
1999/2000	1.6	19.5	41.2	38.3	33.1	**15.4**
2000/2001	2.1	16.8	34.8	34.9	29.7	**14.1**
2001/2002	1.7	16.3	34.6	38.4	31.9	**15.0**
2002/2003	1.4	16.2	35.3	15.1	19.9	**10.3**
Nova Scotia						
1997/1998	4.4	4.7	15.5	43.4	30.0	**15.8**
1998/1999	2.8	3.8	17.5	44.9	31.4	**15.5**
1999/2000	2.0	11.4	15.0	47.4	38.4	**17.7**
2000/2001	3.8	10.5	14.6	48.4	38.5	**20.2**
2001/2002	3.8	9.8	15.1	52.1	41.9	**22.0**
2002/2003	4.1	13.1	14.9	55.5	46.5	**24.3**
New Brunswick						
1997/1998	1.8	6.1	16.8	30.1	20.1	**9.4**
1998/1999	1.8	3.8	15.8	34.9	22.0	**10.1**
1999/2000	1.7	5.1	26.3	33.7	23.3	**10.5**
2000/2001	1.6	4.5	20.2	33.8	21.0	**10.6**
2001/2002	1.9	3.9	16.3	35.2	21.5	**10.9**
2002/2003	1.9	8.6	18.8	36.4	26.9	**12.7**
Quebec						
1997/1998	10.3	4.5	10.9	25.2	17.0	**13.3**
1998/1999	10.5	3.3	12.0	21.0	13.9	**12.1**
1999/2000	10.5	5.1	12.0	29.0	19.8	**14.6**
2000/2001	10.8	3.8	11.4	26.7	18.2	**14.1**
2001/2002	10.3	5.3	12.8	28.0	20.0	**14.6**
2002/2003	10.4	4.6	11.7	29.1	20.6	**15.2**
Ontario						
1997/1998	6.1	7.6	31.9	40.0	31.8	**14.2**
1998/1999	5.8	10.1	28.0	41.8	33.2	**14.5**
1999/2000	6.2	7.2	27.1	33.8	28.2	**14.0**
2000/2001	7.1	9.9	37.2	40.9	35.8	**17.4**
2001/2002	8.7	9.1	39.4	46.6	40.6	**20.3**
2002/2003	8.0	20.5	34.0	48.2	42.6	**20.6**
Manitoba						
1997/1998	7.5	8.9	10.0	28.6	20.9	**11.7**
1998/1999	7.6	8.6	12.2	30.5	22.2	**12.4**
1999/2000	7.4	9.0	13.5	29.0	22.3	**12.3**
2000/2001	7.0	8.0	14.8	26.3	20.4	**11.5**
2001/2002	7.6	9.4	12.9	34.2	25.5	**13.8**
2002/2003	7.1	12.2	19.7	34.3	27.5	**14.1**

Table B.2.6

Private expenditure as a percentage of total expenditure on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (concluded)

	Pre-elementary, elementary-secondary	Trade-vocational[1]	College[1]	University	All post-secondary	All levels combined
			percentage			
Saskatchewan						
1997/1998	1.5	7.5	10.4	32.4	23.0	9.7
1998/1999	3.9	6.5	9.7	29.4	20.3	10.2
1999/2000	2.6	6.0	11.0	31.6	22.1	10.5
2000/2001	3.9	5.1	8.9	24.6	17.6	9.7
2001/2002	2.4	7.3	11.6	33.1	24.2	11.7
2002/2003	4.5	7.5	10.9	37.8	28.5	14.6
Alberta						
1997/1998	11.7	15.7	31.5	30.4	25.9	17.1
1998/1999	11.9	16.8	36.0	32.9	27.9	18.0
1999/2000	11.2	17.6	32.3	34.4	29.5	18.5
2000/2001	9.5	22.4	38.8	39.0	34.6	20.3
2001/2002	9.6	22.8	37.9	36.3	33.1	19.7
2002/2003	9.8	21.0	34.1	37.3	32.8	19.3
British Columbia						
1997/1998	9.3	15.3	24.7	34.8	27.1	16.1
1998/1999	9.6	14.6	22.1	33.4	25.8	15.8
1999/2000	9.1	12.9	19.2	33.7	25.3	15.5
2000/2001	9.2	12.9	17.6	30.9	24.0	15.3
2001/2002	9.1	12.9	18.7	33.8	25.7	15.9
2002/2003	9.1	14.4	18.4	33.4	26.7	16.4
Yukon						
1997/1998	3.9	16.5	16.4	..	14.4	6.5
1998/1999	3.3	11.3	12.6	..	10.1	5.1
1999/2000	1.6	7.8	12.3	..	7.9	3.7
2000/2001	2.2	7.3	10.0	..	6.9	3.8
2001/2002	1.7	9.2	12.0	..	8.8	4.0
2002/2003	1.6	12.4	16.5	..	12.1	4.8
Northwest Territories[2]						
1997/1998	1.1	3.3	6.3	..	4.6	2.1
1998/1999	0.7	2.1	2.0	..	1.9	1.1
1999/2000	1.7	3.1	8.5	..	5.3	3.1
2000/2001	3.8	3.3	11.4	..	7.0	5.0
2001/2002	2.4	3.0	9.5	..	6.0	3.7
2002/2003	2.1	3.1	8.6	..	5.5	3.4
Nunavut[2,3]						
1997/1998	...	...	...	...	...	...
1998/1999	...	...	...	...	...	...
1999/2000	2.9	..	3.3	..	1.2	..
2000/2001	0.5	1.4	4.8	..	2.5	1.4
2001/2002	2.2	1.5	4.8	..	2.2	2.2
2002/2003	5.4	1.4	7.7	..	3.1	4.4

1. Expenditure on private business colleges is not included.
2. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000.
3. The only college in Nunavut started reporting tuition fees (part of private expenditure) for the trade-vocational portion in 2000/2001.

Sources: Tables B.2.2 and B.2.4.

Table B.2.7

Percentage of households incurring education expenditure and average expenditure per household on education, Canada and provinces, 2004

	Can.	N.L.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
						percentage					
Percentage of households incurring expenditure on education	**43**	41	41	37	36	41	45	41	41	46	45
Supplies, all levels	**28**	33	31	26	28	26	29	29	29	28	28
Textbooks, all levels	**20**	30	11	10	12	24	20	13	16	18	18
Tuition, pre-elementary and elementary-secondary	**9**	7	F	4	7	13	4	8	15	21	6
Tuition, postsecondary	**18**	15	14	12	13	17	20	14	16	18	19
						dollars					
Average education expenditure per household incurring such expenditure	**2,484**	1,745	1,944	2,432	2,219	1,548	3,053	1,765	2,059	2,441	2,989
Supplies, all levels	**222**	191	173	227	215	222	202	219	205	276	245
Textbooks, all levels	**567**	362	913	708	733	405	673	609	541	586	624
Tuition, pre-elementary and elementary-secondary	**1,392**	175	F	2,677	304	954	3,237	1,354	274	838	2,381
Tuition, postsecondary	**3,593**	2,980	3,983	4,693	4,436	1,655	4,589	2,681	3,227	3,468	4,171

Source: Survey of Household Spending, 2004, Statistics Canada.

Table B.2.8

Average[1] undergraduate university tuition fees, Canada and provinces, 1991/1992 to 2005/2006 (in 2001 constant dollars)

	Can.	N.L.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
						2001 constant dollars					
1991/1992	**1,998**	1,777	2,462	2,600	2,350	1,493	2,150	2,253	2,251	1,862	2,294
1992/1993	**2,153**	1,927	2,603	2,833	2,582	1,634	2,260	2,572	2,511	2,182	2,394
1993/1994	**2,309**	2,233	2,821	3,071	2,692	1,746	2,399	2,658	2,700	2,598	2,459
1994/1995	**2,498**	2,369	2,960	3,347	2,662	1,909	2,601	2,736	2,878	2,851	2,612
1995/1996	**2,638**	2,516	3,116	3,611	2,792	1,876	2,818	2,820	2,984	3,096	2,717
1996/1997	**2,876**	2,872	3,181	3,897	3,015	1,848	3,279	2,935	2,978	3,280	2,710
1997/1998	**3,084**	3,391	3,413	4,176	3,232	1,929	3,572	3,153	3,325	3,530	2,638
1998/1999	**3,253**	3,376	3,585	4,341	3,418	1,905	3,894	3,339	3,490	3,765	2,628
1999/2000	**3,446**	3,443	3,639	4,391	3,442	1,872	4,254	3,611	3,507	3,856	2,631
2000/2001	**3,464**	3,373	3,513	4,640	3,594	1,828	4,284	3,235	3,698	3,909	2,601
2001/2002	**3,538**	3,006	3,671	4,788	3,803	1,825	4,444	3,222	3,816	3,979	2,492
2002/2003	**3,553**	2,603	3,681	4,919	3,932	1,779	4,396	3,052	4,094	3,882	3,054
2003/2004	**3,742**	2,451	3,845	5,174	4,143	1,765	4,534	3,022	4,362	4,143	3,857
2004/2005	**3,818**	2,386	3,950	5,444	4,290	1,746	4,466	3,013	4,634	4,473	4,383
2005/2006	**3,788**	2,330	4,058	5,571	4,461	1,717	4,456	3,035	4,535	4,216	4,419

1. Both in- and out-of-province students are included in the weighted average calculations; foreign students are not included.

Source: Survey of Tuition and Living Accommodation Costs for Full-time Students, Statistics Canada.

Table B.2.9

Average[1] undergraduate university tuition fees, Canada and provinces, 2006/2007 (in current dollars)

	2006/2007
	dollars
Canada	**4,347**
Newfoundland and Labrador	2,606
Prince Edward Island	4,947
Nova Scotia	6,571
New Brunswick	5,328
Quebec	1.916
Ontario	5,160
Manitoba	3,338
Saskatchewan	5,063
Alberta	4,828
British Columbia	4,960

1. Both in- and out-of-province students are included in the weighted average calculations; foreign students are not included.

Source: Survey of Tuition and Living Accommodation Costs for Full-time Students, Statistics Canada.

Table B.2.10

Average[1] university tuition fees[2] by faculty, Canada, 1991/1992 to 2005/2006 (in 2001 constant dollars)

	1991/ 1992	1992/ 1993	1993/ 1994	1994/ 1995	1995/ 1996	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006
	2001 constant dollars														
Faculty															
Dentistry	2,531	2,695	2,887	3,208	3,356	4,602	4,535	5,870	8,141	8,466	9,030	9,312	11,022	11,308	11,724
Medicine	2,428	2,585	2,716	3,066	3,176	3,710	4,135	5,052	6,103	6,526	7,377	7,720	8,600	9,346	9,282
Law	1,967	2,164	2,307	2,593	2,679	2,905	3,092	3,326	3,619	4,064	4,318	4,809	5,645	6,065	6,211
Commerce	1,904	2,056	2,212	2,389	2,512	2,732	2,940	3,097	3,284	3,316	3,497	3,314	3,447	3,494	3,423
Engineering	2,076	2,240	2,429	2,628	2,798	2,953	3,196	3,382	3,604	3,642	3,735	3,701	4,141	4,232	4,264
Science	2,027	2,183	2,341	2,540	2,687	2,916	3,134	3,288	3,452	3,437	3,508	3,569	3,725	3,773	3,796
Music	2,011	2,129	2,265	2,421	2,548	2,770	3,026	3,209	3,464	3,373	3,419	3,433	3,538	3,576	3,541
Arts	2,007	2,159	2,312	2,494	2,641	2,914	3,112	3,265	3,428	3,428	3,436	3,463	3,588	3,652	3,582
Agriculture	1,963	2,121	2,299	2,411	2,561	2,779	3,012	3,137	3,169	3,174	3,181	3,160	3,290	3,335	3,277
Architecture	2,131	2,239	2,306	2,509	2,697	2,868	3,090	3,209	3,495	3,527	3,543	3,373	3,375	3,316	3,248
Household sciences	2,006	2,157	2,299	2,603	2,676	2,870	3,043	3,098	3,295	3,302	3,322	3,337	3,453	3,518	3,521
Education	1,869	2,017	2,159	2,294	2,393	2,530	2,693	2,773	2,886	2,871	2,879	2,890	2,964	2,998	2,948
Undergraduate	**1,997**	**2,153**	**2,309**	**2,498**	**2,638**	**2,876**	**3,084**	**3,253**	**3,446**	**3,464**	**3,538**	**3,553**	**3,742**	**3,818**	**3,788**
Graduate	**2,130**	**2,222**	**2,430**	**2,454**	**2,681**	**2,822**	**3,176**	**3,418**	**3,729**	**4,090**	**4,448**	**4,660**	**4,861**	**5,022**	**5,518**

1. Both in- and out-of-province students are included in the weighted average calculations; foreign students are not included.
2. Based on the eight-month academic year.

Source: Survey of Tuition and Living Accommodation Costs for Full-time Students, Statistics Canada.

Table B.2.11

Average[1] university tuition fees[2] by faculty, Canada, 2006/2007 (in current dollars)

	2006/2007
	dollars
Faculty	
Dentistry	13,463
Medicine	10,553
Law	7,221
Commerce	3,989
Engineering	4,887
Science	4,353
Music	4,092
Arts	4,104
Agriculture	3,712
Architecture	3,805
Household sciences	4,037
Education	3,334
Undergraduate	**4,347**
Graduate	**6,479**

1. Both in- and out-of-province students are included in the weighted average calculations; foreign students are not included.
2. Based on the eight-month academic year.

Source: Survey of Tuition and Living Accommodation Costs for Full-time Students, Statistics Canada.

Table B.2.12

University and university-college revenues, by source, as a percentage of total revenue, Canada and provinces, 1999/2000 and 2004/2005

	Can.	N.L.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
	as a percentage of total revenue										
Government											
1999/2000	**53.2**	61.2	54.8	41.6	50.6	63.6	47.6	57.7	56.3	53.8	53.5
2004/2005	**54.2**	63.0	59.8	38.4	48.5	68.1	47.5	57.2	57.2	57.0	52.7
Student fees											
1999/2000	**18.5**	19.7	22.2	24.4	21.7	11.6	22.8	17.8	15.6	17.1	16.7
2004/2005	**20.7**	15.1	21.6	32.1	26.7	11.1	25.3	18.0	16.7	17.7	23.1
Non-government grants and contracts, donations and bequests											
1999/2000	**10.9**	5.2	3.8	8.8	7.6	12.3	12.3	10.5	8.2	10.0	7.5
2004/2005	**10.4**	6.2	4.6	7.9	8.5	9.3	12.1	13.2	7.5	9.0	9.8
Sales											
1999/2000	**8.8**	4.5	16.9	15.8	12.4	6.3	6.9	9.7	15.0	12.2	11.1
2004/2005	**8.1**	4.1	11.9	14.5	11.4	6.1	5.6	8.9	14.4	11.9	12.0
Investment											
1999/2000	**5.2**	1.9	1.6	7.4	6.1	3.6	5.8	3.2	3.5	6.2	6.2
2004/2005	**3.1**	1.0	1.2	4.1	3.6	1.9	4.2	1.9	3.2	3.8	1.3
Miscellaneous											
1999/2000	**3.4**	7.5	0.7	2.0	1.6	2.6	4.6	1.1	1.4	0.7	5.0
2004/2005	**3.5**	10.6	0.9	3.0	1.3	3.5	5.3	0.8	1.0	0.6	1.1

Source: Survey of Financial Information of Universities and Colleges, Statistics Canada.

Table B.2.13

University expenditure, by resource category, Canada and provinces, 1999/2000 to 2004/2005 (in thousands of 2001 constant dollars)

	Universities						
			Operating expenditure[1]				
			Compensation				
	Total capital expenditure	Total operating expenditure[1]	Academic salaries	Other salaries and wages[2]	Benefits[3]	Total compensation	Other operating expenditure
	thousands of 2001 constant dollars						
2004/2005							
Canada	**2,136,716**	**18,952,822**	**5,479,354**	**4,383,299**	**1,682,524**	**11,545,177**	**7,407,645**
Newfoundland and Labrador	**18,436**	**308,888**	86,377	92,850	29,488	208,715	100,173
Prince Edward Island	**17,228**	**71,756**	18,000	22,303	7,558	47,861	23,895
Nova Scotia	**61,222**	**741,177**	215,226	175,129	59,120	449,475	291,702
New Brunswick	**28,362**	**381,061**	124,814	87,071	31,951	243,835	137,226
Quebec	**688,651**	**4,181,635**	1,271,283	932,637	404,619	2,608,539	1,573,096
Ontario	**739,017**	**7,485,997**	2,075,967	1,717,991	671,537	4,465,494	3,020,503
Manitoba	**54,234**	**647,601**	205,004	143,206	52,840	401,050	246,551
Saskatchewan	**55,328**	**672,215**	200,034	180,291	50,427	430,752	241,462
Alberta	**144,283**	**1,896,962**	511,553	442,024	157,638	1,111,215	785,747
British Columbia	**329,956**	**2,565,530**	771,096	589,799	217,346	1,578,241	987,289
2003/2004							
Canada	**2,276,749**	**17,894,117**	**5,142,659**	**4,200,272**	**1,523,956**	**10,866,886**	**7,027,231**
Newfoundland and Labrador	**15,287**	**303,427**	86,006	92,988	26,179	205,173	98,254
Prince Edward Island	**5,233**	**72,247**	16,378	22,163	7,740	46,281	25,966
Nova Scotia	**45,512**	**724,028**	204,276	168,887	57,339	430,501	293,527
New Brunswick	**17,726**	**373,744**	119,752	84,879	30,975	235,606	138,139
Quebec	**660,419**	**4,055,665**	1,221,200	919,707	374,910	2,515,817	1,539,848
Ontario	**967,844**	**6,862,350**	1,875,670	1,606,265	578,370	4,060,305	2,802,045
Manitoba	**49,504**	**622,103**	195,091	140,710	47,840	383,641	238,462
Saskatchewan	**104,815**	**653,392**	193,594	172,039	45,062	410,695	242,697
Alberta	**95,488**	**1,806,748**	491,216	420,477	148,615	1,060,308	746,440
British Columbia	**314,921**	**2,420,412**	739,475	572,156	206,927	1,518,558	901,854
2002/2003							
Canada	**1,706,813**	**16,951,644**	**4,898,371**	**3,976,738**	**1,379,284**	**10,254,393**	**6,697,251**
Newfoundland and Labrador	**4,043**	**283,970**	79,863	90,624	24,975	195,462	88,508
Prince Edward Island	**5,204**	**67,270**	16,533	21,197	6,281	44,010	23,260
Nova Scotia	**83,247**	**687,045**	196,231	164,816	51,612	412,659	274,385
New Brunswick	**15,363**	**358,377**	114,141	81,766	28,383	224,290	134,087
Quebec	**623,850**	**3,807,250**	1,174,431	868,170	350,510	2,393,112	1,414,139
Ontario	**639,513**	**6,456,121**	1,777,553	1,490,414	495,339	3,763,306	2,692,815
Manitoba	**44,775**	**599,560**	185,917	136,249	43,276	365,442	234,118
Saskatchewan	**88,412**	**669,541**	189,127	162,246	43,666	395,038	274,503
Alberta	**55,944**	**1,751,481**	479,813	408,597	141,280	1,029,690	721,790
British Columbia	**146,462**	**2,271,030**	684,761	552,659	193,963	1,431,383	839,647
2001/2002							
Canada	**1,483,597**	**15,554,919**	**4,557,537**	**3,758,745**	**1,211,957**	**9,528,239**	**6,026,680**
Newfoundland and Labrador	**16,410**	**270,843**	86,014	77,277	24,119	187,410	83,433
Prince Edward Island	**3,883**	**61,755**	15,211	20,573	4,831	40,615	21,140
Nova Scotia	**60,921**	**648,889**	193,295	155,948	44,261	393,504	255,385
New Brunswick	**8,972**	**338,096**	110,035	79,992	27,568	217,595	120,501
Quebec	**438,802**	**3,443,325**	1,087,846	803,076	297,813	2,188,735	1,254,590
Ontario	**625,231**	**5,923,880**	1,643,906	1,435,658	417,780	3,497,344	2,426,536
Manitoba	**32,632**	**563,715**	172,612	132,092	43,462	348,166	215,549
Saskatchewan	**45,817**	**641,341**	180,934	151,801	43,273	376,008	265,333
Alberta	**101,273**	**1,634,687**	443,382	384,040	130,513	957,935	676,752
British Columbia	**149,656**	**2,028,388**	624,302	518,288	178,337	1,320,927	707,461

Table B.2.13

University expenditure, by resource category, Canada and provinces, 1999/2000 to 2004/2005 (in thousands of 2001 constant dollars) (concluded)

	Universities						
			Operating expenditure[1]				
			Compensation				
	Total capital expenditure	Total operating expenditure[1]	Academic salaries	Other salaries and wages[2]	Benefits[3]	Total compensation	Other operating expenditure
	thousands of 2001 constant dollars						
2000/2001							
Canada	**1,090,238**	**14,634,278**	**4,397,856**	**3,547,807**	**1,158,249**	**9,103,912**	**5,530,366**
Newfoundland and Labrador	17,957	247,668	73,736	72,198	20,139	166,072	81,595
Prince Edward Island	978	59,696	15,060	19,109	3,481	37,650	22,046
Nova Scotia	40,458	631,956	192,102	147,609	42,244	381,955	250,001
New Brunswick	14,328	325,812	105,063	75,809	25,172	206,044	119,768
Quebec	360,919	3,205,915	1,059,163	764,570	269,978	2,093,711	1,112,204
Ontario	376,998	5,623,955	1,597,473	1,359,098	407,424	3,363,996	2,259,960
Manitoba	16,107	539,296	168,316	122,983	41,268	332,566	206,730
Saskatchewan	13,928	602,149	181,176	149,589	38,901	369,666	232,483
Alberta	150,529	1,521,047	409,829	362,394	147,227	919,450	601,597
British Columbia	98,037	1,876,784	595,937	474,449	162,416	1,232,802	643,982
1999/2000							
Canada	**870,067**	**13,883,536**	**4,239,903**	**3,389,671**	**1,076,471**	**8,706,045**	**5,177,492**
Newfoundland and Labrador	13,816	244,136	74,542	69,534	20,253	164,328	79,808
Prince Edward Island	1,681	57,373	15,082	18,348	3,451	36,880	20,492
Nova Scotia	27,180	629,685	191,558	148,204	40,893	380,654	249,031
New Brunswick	13,713	317,643	99,227	75,517	26,365	201,109	116,534
Quebec	374,563	3,067,079	1,022,996	719,325	257,370	1,999,691	1,067,388
Ontario	224,532	5,314,340	1,523,882	1,308,138	379,410	3,211,430	2,102,910
Manitoba	19,978	512,338	162,834	110,715	37,151	310,700	201,638
Saskatchewan	22,430	560,369	180,870	141,174	40,933	362,977	197,393
Alberta	91,183	1,405,869	403,554	333,282	119,979	856,815	549,054
British Columbia	80,991	1,774,705	565,360	465,434	150,666	1,181,460	593,245

1. Operating expenditure includes the following funds: general operating; special purpose and trust; sponsored research; and ancillary enterprises.
2. Includes payments to all full and part time non-instructional (support) staff including among others, technicians, teaching and research laboratory technicians, clerical and secretarial, professional and managerial, janitorial, trades and maintenance. Includes payments to individuals who may hold an academic rank, or equivalent thereto, but are engaged in activities other than instruction and research.
3. Benefits include the costs of institutions' contributions (with respect to salaries) for pensions (including payments for actuarial deficiencies and past service liability), group life insurance, salary continuance insurance, dental plans, Workers' Compensation, health taxes, tuition remission, Employment Insurance, and other costs of employee benefit programs.

Source: Survey of Financial Information of Universities and Colleges, Statistics Canada.

Table B.2.14

Percentage distribution of university expenditure, by resource category, Canada and provinces, 1999/2000 to 2004/2005

	Universities						
			Operating expenditure[1]				
			Compensation				
	Total capital expenditure	Total operating expenditure[1]	Academic salaries	Other salaries and wages[2]	Benefits[3]	Total compensation	Other operating expenditure
	percentage distribution						
2004/2005							
Canada	**10**	**90**	**29**	**23**	**9**	**61**	**39**
Newfoundland and Labrador	**6**	**94**	28	30	10	68	32
Prince Edward Island	**19**	**81**	25	31	11	67	33
Nova Scotia	**8**	**92**	29	24	8	61	39
New Brunswick	**7**	**93**	33	23	8	64	36
Quebec	**14**	**86**	30	22	10	62	38
Ontario	**9**	**91**	28	23	9	60	40
Manitoba	**8**	**92**	32	22	8	62	38
Saskatchewan	**8**	**92**	30	27	8	64	36
Alberta	**7**	**93**	27	23	8	59	41
British Columbia	**11**	**89**	30	23	8	62	38
2003/2004							
Canada	**11**	**89**	**29**	**23**	**9**	**61**	**39**
Newfoundland and Labrador	**5**	**95**	28	31	9	68	32
Prince Edward Island	**7**	**93**	23	31	11	64	36
Nova Scotia	**6**	**94**	28	23	8	59	41
New Brunswick	**5**	**95**	32	23	8	63	37
Quebec	**14**	**86**	30	23	9	62	38
Ontario	**12**	**88**	27	23	8	59	41
Manitoba	**7**	**93**	31	23	8	62	38
Saskatchewan	**14**	**86**	30	26	7	63	37
Alberta	**5**	**95**	27	23	8	59	41
British Columbia	**12**	**88**	31	24	9	63	37
2002/2003							
Canada	**9**	**91**	**29**	**23**	**8**	**60**	**40**
Newfoundland and Labrador	**1**	**99**	28	32	9	69	31
Prince Edward Island	**7**	**93**	25	32	9	65	35
Nova Scotia	**11**	**89**	29	24	8	60	40
New Brunswick	**4**	**96**	32	23	8	63	37
Quebec	**14**	**86**	31	23	9	63	37
Ontario	**9**	**91**	28	23	8	58	42
Manitoba	**7**	**93**	31	23	7	61	39
Saskatchewan	**12**	**88**	28	24	7	59	41
Alberta	**3**	**97**	27	23	8	59	41
British Columbia	**6**	**94**	30	24	9	63	37
2001/2002							
Canada	**9**	**91**	**29**	**24**	**8**	**61**	**39**
Newfoundland and Labrador	**6**	**94**	32	29	9	69	31
Prince Edward Island	**6**	**94**	25	33	8	66	34
Nova Scotia	**9**	**91**	30	24	7	61	39
New Brunswick	**3**	**97**	33	24	8	64	36
Quebec	**11**	**89**	32	23	9	64	36
Ontario	**10**	**90**	28	24	7	59	41
Manitoba	**5**	**95**	31	23	8	62	38
Saskatchewan	**7**	**93**	28	24	7	59	41
Alberta	**6**	**94**	27	23	8	59	41
British Columbia	**7**	**93**	31	26	9	65	35

Table B.2.14

Percentage distribution of university expenditure, by resource category, Canada and provinces, 1999/2000 to 2004/2005 (concluded)

	Universities						
			Operating expenditure[1]				
			Compensation				
	Total capital expenditure	Total operating expenditure[1]	Academic salaries	Other salaries and wages[2]	Benefits[3]	Total compensation	Other operating expenditure
	percentage distribution						
2000/2001							
Canada	**7**	**93**	**30**	**24**	**8**	**62**	**38**
Newfoundland and Labrador	7	93	30	29	8	67	33
Prince Edward Island	2	98	25	32	6	63	37
Nova Scotia	6	94	30	23	7	60	40
New Brunswick	4	96	32	23	8	63	37
Quebec	10	90	33	24	8	65	35
Ontario	6	94	28	24	7	60	40
Manitoba	3	97	31	23	8	62	38
Saskatchewan	2	98	30	25	6	61	39
Alberta	9	91	27	24	10	60	40
British Columbia	5	95	32	25	9	66	34
1999/2000							
Canada	**6**	**94**	**31**	**24**	**8**	**63**	**37**
Newfoundland and Labrador	5	95	31	28	8	67	33
Prince Edward Island	3	97	26	32	6	64	36
Nova Scotia	4	96	30	24	6	60	40
New Brunswick	4	96	31	24	8	63	37
Quebec	11	89	33	23	8	65	35
Ontario	4	96	29	25	7	60	40
Manitoba	4	96	32	22	7	61	39
Saskatchewan	4	96	32	25	7	65	35
Alberta	6	94	29	24	9	61	39
British Columbia	4	96	32	26	8	67	33

1. Operating expenditure includes the following funds: general operating; special purpose and trust; sponsored research; and ancillary enterprises.
2. Includes payments to all full- and part-time non-instructional (support) staff including, among others, technicians, teaching and research laboratory technicians, clerical and secretarial, professional and managerial, janitorial, trades and maintenance. Includes payments to individuals who may hold an academic rank, or equivalent thereto, but are engaged in activities other than instruction and research.
3. Benefits include the costs of institutions' contributions (with respect to salaries) for pensions (including payments for actuarial deficiencies and past service liability), group life insurance, salary continuance insurance, dental plans, Workers' Compensation, health taxes, tuition remission, Employment Insurance, and other costs of employee benefit programs.

Source: Table B.2.13.

Table B.3.1

Percentage of graduates who borrowed from government student loan programs and average debt at graduation, 1995 and 2000 graduates,[1] Canada and provinces

Province of study and level of education	Percentage of graduates who borrowed		Average debt at graduation of those who borrowed[2]		Percentage change in average debt at graduation of those who borrowed
	1995	2000	1995	2000	
	percentage		2000 dollars		percentage
Canada					
College	**46**	**47**	**9,700**	**11,700**	**21**
Bachelor's	**49**	**51**	**13,000**	**16,700**	**28**
Master's	**42**	**53**	**12,300**	**14,500**	**18**
Doctorate	**32**	**51**	**11,800**	**14,900**	**26**
All university	**48**	**51**	**12,900**	**16,200**	**26**
Newfoundland and Labrador					
College	50	63	12,100	14,500	20
Bachelor's	65	75	15,700	24,500	56
Master's	35	62	9,100	10,000	10
Doctorate	x	x	x	x	..
All university	61	72	15,200	22,500	48
Prince Edward Island					
College	42	54	6,600	11,000	67
Bachelor's	56	60	11,900	15,500	30
Master's	..	69 E	..	12,900 E	..
Doctorate	..	x	..	x	..
All university	55	60	11,900	16,100	35
Nova Scotia					
College	42	50	9,600	9,700	1
Bachelor's	55	58	13,500	19,300	43
Master's	39	57	12,500	12,000	-4
Doctorate	26 E	32 E	F	13,700 E	..
All university	52	58	13,300	18,200	37
New Brunswick					
College	46	61	9,900	12,200	23
Bachelor's	58	65	14,600	19,300	32
Master's	39	56	11,100	14,200	28
Doctorate	50	82	F	13,800 E	..
All university	56	64	14,300	18,600	30
Quebec					
College	57	53	7,900	6,700	-15
Bachelor's	51	49	10,400	10,300	-1
Master's	56	60	12,100	12,600	4
Doctorate	57	65	12,800	15,400	20
All university	51	52	10,700	11,000	3

Tables B3

Table B.3.1

Percentage of graduates who borrowed from government student loan programs and average debt at graduation, 1995 and 2000 graduates,[1] Canada and provinces (concluded)

Province of study and level of education	Percentage of graduates who borrowed		Average debt at graduation of those who borrowed[2]		Percentage change in average debt at graduation of those who borrowed
	1995	2000	1995	2000	
	percentage		2000 dollars		percentage
Ontario					
College	46	46	10,600	14,400	36
Bachelor's	45	49	13,600	19,700	45
Master's	36	53	12,200	17,300	42
Doctorate	25	48	10,600	14,600	38
All university	44	50	13,400	19,100	43
Manitoba					
College	26	31	7,700	8,900	16
Bachelor's	37	41	11,700	14,700	26
Master's	26	34	10,700	12,800	20
Doctorate	13 E	37 E	F	8,100 E	..
All university	35	40	11,600	14,400	24
Saskatchewan					
College	49	51	11,700	10,800	-8
Bachelor's	49	54	17,900	19,000	6
Master's	26	48	12,100	14,700	21
Doctorate	x	47 E	x	25,800 E	..
All university	46	53	17,500	18,600	6
Alberta					
College	47	50	9,600	10,300	7
Bachelor's	59	54	15,200	16,700	10
Master's	34	39	12,700	11,900	-6
Doctorate	21	35	11,800 E	12,700 E	8
All university	54	51	15,000	16,100	7
British Columbia					
College	28	44	11,200	9,900	-12
Bachelor's	44	51	16,700	16,900	1
Master's	32	47	15,500	12,500	-19
Doctorate	20	36	13,500 E	14,800	10
All university	42	50	16,600	16,100	-3

1. For graduates who incurred government student loans and who reported data two years after graduation.
2. The calculation includes graduates who had paid off government student loans completely at graduation.

Source: National Graduates Survey, Statistics Canada.

Table B.3.2

Incidence and repayment of government student loans among 2000 graduates[1] who did not pursue any further postsecondary education program[2], Canada and provinces

Province of study and level of education	Percentage of graduates who borrowed	Graduates still owing at graduation		Graduates still owing 2 years after graduation		Graduates still owing 5 years after graduation	
	percentage	percentage	average debt ($)	percentage	average debt ($)	percentage	average debt ($)
Canada							
College	**48**	**43**	**12,700**	**33**	**10,300**	**22**	**8,900**
Bachelor's	**51**	**46**	**19,600**	**36**	**16,200**	**24**	**14,400**
Master's	**51**	**37**	**17,900**	**26**	**16,300**	**19**	**14,200**
Doctorate	**50**	**39**	**17,900**	**27**	**15,500**	**18**	**14,500**
All university	**51**	**44**	**19,200**	**33**	**16,200**	**23**	**14,400**
Newfoundland and Labrador							
College	61	56	14,900	46	13,100	36	11,800
Bachelor's	76	72	27,000	59	23,200	47	21,000
Master's	68	31	18,200	20	18,900	15 E	17,100
Doctorate	x	..	..	..	..	..	..
All university	73	61	26,000	49	22,700	38	20,700
Prince Edward Island							
College	52	47	11,700	35	10,800	25	10,400
Bachelor's	58	56	22,400	44	17,700	38	15,300
Master's	F	x	x	x	x	x	x
Doctorate	x	x	x	x	x	x	x
All university	59	55	23,400	44	18,100	37	15,600
Nova Scotia							
College	50	46	10,600	38	9,500	28	9,100
Bachelor's	58	55	25,400	45	21,700	36	17,600
Master's	56	31	20,500	25	16,800	18	12,300
Doctorate	33 E	F	18,100	F	6,600 E	x	x
All university	57	49	24,700	40	20,900	32	16,900
New Brunswick							
College	64	61	12,200	45	10,900	33	9,300
Bachelor's	64	59	22,900	52	19,900	43	18,700
Master's	54	40	20,300	30	19,300	27	16,200
Doctorate	83	x	x	x	x	x	x
All university	63	56	22,500	48	19,800	40	18,300
Quebec							
College	56	54	8,000	40	6,900	29	5,900
Bachelor's	48	41	13,400	32	11,100	24	8,900
Master's	57	46	15,000	33	13,300	27	11,000
Doctorate	64	56	16,700	41	13,400	26	12,700
All university	51	43	14,000	32	11,800	25	9,600
Ontario							
College	46	41	15,400	32	11,700	21	10,300
Bachelor's	50	47	22,100	35	18,300	21	17,900
Master's	50	39	19,200	25	18,600	17 E	18,000
Doctorate	48	35	20,100	20	20,200	14	19,000
All university	50	44	21,500	32	18,400	20	17,900
Manitoba							
College	28	25	9,900	19	9,000	13	6,700
Bachelor's	42	39	18,200	29	16,100	20	14,200
Master's	35	24	18,400	17	17,200	14	12,300
Doctorate	39	30 E	10,800 E	F	F	x	x
All university	41	36	18,000	27	16,200	19	14,000

Table B.3.2

Incidence and repayment of government student loans among 2000 graduates[1] who did not pursue any further postsecondary education program[2], Canada and provinces (concluded)

Province of study and level of education	Percentage of graduates who borrowed	Graduates still owing at graduation		Graduates still owing 2 years after graduation		Graduates still owing 5 years after graduation	
	percentage	percentage	average debt ($)	percentage	average debt ($)	percentage	average debt ($)
Saskatchewan							
College	54	51	12,000	43	9,500	26	7,100
Bachelor's	54	49	21,800	43	18,400	30	15,100
Master's	46	31	22,400	21	18,500	17 E	17,500
Doctorate	40 E	34 E	25,800	26 E	26,500 E	24 E	28,700 E
All university	53	46	21,900	39	18,500	28	15,500
Alberta							
College	49	45	11,200	34	8,900	23	7,200
Bachelor's	55	52	18,900	38	14,700	27	13,500
Master's	39	23	20,300	17	16,200	10	13,500
Doctorate	33	21	14,100	13 E	12,300	8 E	10,200
All university	51	45	18,900	33	14,800	23	13,400
British Columbia							
College	42	36	10,000	25	9,500	17	8,200
Bachelor's	52	46	18,800	35	14,900	23	12,100
Master's	46	26	19,300	18	17,300	12	14,500
Doctorate	36	29	17,400	21	13,200	16	10,100
All university	50	41	18,900	30	15,200	20	12,400

1. For graduates who incurred government student loans and who reported data at both collection points (two and five years after graduation).
2. A program for a diploma, certificate or degree above the high school level which would take someone three months or more to complete if taken full-time.

Note: Not comparable with Table B.3.1, as data in this table exclude graduates who pursued any further postsecondary education program.

Sources: National Graduates Survey, Follow-up of Graduates Survey, Statistics Canada.

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Table C.1.1

Physical limitations, participation in out-of-school activities and exposure to books, 4- and 5-year-olds, by sex, Canada, 2004/2005

	Boys		Girls	
	percentage	Standard error	percentage	Standard error
Percentage of children whose general health was:				
Excellent	60.8	(1.6)	63.3	(1.7)
Very good	27.7	(1.5)	28.3	(1.7)
Good	x	x	x	x
Fair/Poor	F	F	F	F
Percentage of children with/who had:				
Difficulty seeing	2.6 E	(0.5)	4.4 E	(0.8)
Difficulty hearing	F	F	F	F
Difficulty being understood when speaking	7.8	(1.0)	5.3	(0.8)
Difficulty walking	F	F	F	F
Pain or discomfort	1.6 E	(0.4)	1.7 E	(0.4)
Ever received a diagnosis of asthma from a health care professional[1]	18.4	(1.4)	8.8	(0.9)
Long-term allergies	15.5	(1.3)	10.3	(1.1)
Long-term bronchitis	2.3 E	(0.5)	1.5 E	(0.3)
Percentage of children who, in the past 12 months, on a weekly basis:				
Participated in sports that are coached	45.7	(1.7)	38.2	(1.7)
Took lessons/instruction in dance, gymnastics, martial arts, etc.	20.6	(1.4)	43.4	(1.7)
Participated in music, art or other non-sport activities	11.2	(1.1)	17.2	(1.4)
Participated in clubs, groups or community programs with leadership	13.7	(1.1)	15.4	(1.2)
Percentage of children with adult who:				
Reads to them daily	59.5	(1.5)	60.9	(1.6)
Percentage of 4-year-olds who look at books, magazines or comics daily on their own	**61**	**(2.4)**	**76.8**	**(2.2)**
Percentage of 5-year-olds who look at books or try to read on their own daily	**67.2**	**(2.3)**	**74.8**	**(2.1)**

1. Note that the data now show the percentage of children who have ever been diagnosed with asthma, not just those who had an asthma attack in the 12 months before the survey.

Source: National Longitudinal Survey of Children and Youth, Cycle 6, 2004/2005, Statistics Canada.

Tables C1

Table C.1.2

Peabody Picture Vocabulary Test (Revised) scores for 4- and 5-year-olds, by sex, Canada, 2004/2005

	4-year-olds				5-year-olds			
	Boys		Girls		Boys		Girls	
	percentage	Standard error	percentage	Standard error	percentage	Standard error	percentage	Standard error
Delayed receptive language skills	12.3	(1.7)	16.9	(2.4)	14.1	(1.7)	11.3[E]	(2.0)
Normal receptive language skills	74.0	(2.2)	68.3	(2.7)	66.8	(2.3)	70.9	(2.5)
Advanced receptive language skills	13.7	(1.7)	14.8	(1.8)	19.1	(1.9)	17.9	(1.9)

Source: National Longitudinal Survey of Children and Youth, Cycle 6, 2004/2005, Statistics Canada.

Table C.2.1

Full-time-equivalent enrolments in public elementary and secondary schools, Canada and jurisdictions, 1997/1998 to 2004/2005

	Can.	N.L.	P.E.I.	N.S.	N.B.	Que.[1]	Ont.[2]	Man.[1]	Sask.	Alta.	B.C.	Y.T.	N.W.T.[3]	Nvt.[3]
							number							
1997/1998	5,033,887 r	98,527	24,397	161,780	131,586	1,118,504	1,976,177	185,347 r	189,095	514,256	611,280	6,097	16,843 r	.
1998/1999	5,050,945 r	94,628	24,146	159,449	129,131	1,116,248	1,994,989	185,666 r	187,975	525,148 r	610,262 r	5,872	17,434 r	..
1999/2000	5,051,658 r	91,203	24,089	158,205	127,003	1,101,644	2,011,430	190,185 r	186,355 r	528,099	609,074	5,766	9,410 r	9,196
2000/2001	5,041,302 r	87,550	23,153	155,873	124,942	1,094,472	2,026,039	183,141 r	184,316 r	531,165 r	606,588 r	5,577	9,317 r	9,171
2001/2002	5,041,746 r	84,284	22,843	153,450	122,792	1,090,176	2,046,333	182,448 r	180,485	529,758 r	605,056 r	5,397	9,533 r	9,194
2002/2003	5,020,393 r	81,767	22,615	150,599	120,600	1,084,434 r	2,049,535	180,723 r	176,700	533,127	596,441	5,412	9,420 r	9,021
2003/2004	4,958,385 r	79,001	22,239	148,514	118,869	1,076,622 r	2,015,627	180,132 r	173,231	530,901 r	589,467 r	5,327	9,414 r	9,041
2004/2005	4,925,861	76,923	22,393	145,396	117,145	1,066,902	2,012,093	178,256	170,514	532,063	580,598	5,272	9,304	9,005
Percentage change 1997/1998 to 2004/2005	**-2.1**	**-21.9**	**-8.2**	**-10.1**	**-11.0**	**-4.6**	**1.8**	**-3.8**	**-9.8**	**3.5**	**-5.0**	**-13.5**	**-1.1**	**-2.1**

1. Until 2000/2001, includes enrolments in adult programs and professional training under the authority of the school boards or districts. Certain jurisdictions include all students whether or not they are funded, while others include only funded students.
2. Excludes publicly funded hospital and provincial schools, care, treatment and correctional facilities.
3. Nvt. was created on April 1, 1999. Prior to that date, data for Nvt. were included with data for the N.W.T. This creates a break in series for the N.W.T. in 1999/2000. As a result, the overall percentage change is calculated for the period 1999/2000 to 2004/2005 for the N.W.T. and Nvt.

Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.

Source: Elementary-Secondary Education Statistics Project, Statistics Canada.

Tables C2

Table C.2.2

Full-time-equivalent educators[1] in public elementary and secondary schools, Canada and jurisdictions, 1997/1998 to 2004/2005

	Can.	N.L.	P.E.I.	N.S.	N.B.	Que.	Ont.[2]	Man.	Sask.[3,4]	Alta.[4]	B.C.	Y.T.	N.W.T.[5]	Nvt.[5]
							number							
1997/1998	302,819	6,745	1,439	9,396	7,696	73,750	117,047	12,028	10,963 r	27,417	34,966	457	917	..
1998/1999	306,006 r	6,492	1,444	9,621	7,568	74,437	118,384 r	12,034	11,157 r	28,041	35,461	452	916	...
1999/2000	306,379 r	6,414	1,444	9,611	7,571	74,415	118,338 r	12,147	11,263 r	28,037	35,687	453	519	479
2000/2001	309,362 r	6,323	1,457	9,444	7,468	74,708	120,285 r	12,224	10,971 r	28,877 r	36,113	463	553	477
2001/2002	309,589 r	6,304	1,467	9,304	7,263	74,925	119,829 r	12,147	11,244 r	29,669	35,930	452	577	479
2002/2003	308,782 r	6,102	1,479	9,276	7,285	76,025	120,402 r	12,129	11,162 r	29,517	33,901	446	578	481
2003/2004	307,302 r	5,899	1,485	9,306	7,330	76,077 r	119,405 r	12,169	11,153 r	29,607 r	33,345	444	609	473
2004/2005	309,981	5,660	1,486	9,268	7,371	75,314	121,339	12,276	11,017	31,481	33,146	460	606	557
Percentage change 1997/1998 to 2004/2005	2.4	-16.1	3.3	-1.4	-4.2	2.1	3.7	2.1	0.5	14.8	-5.2	0.6	16.7	16.2

1. Full-time equivalent (FTE) educator is defined as the number of full-time educators on September 30th (or as close as possible thereafter) of the school year, plus the sum of part-time educators according to their percentage of a full-time employment allocation (determined by the province or territory).
2. Excludes publicly funded hospital and provincial schools, care, treatment and correctional facilities.
3. Includes educators in provincially funded schools (including "associated independent" and "historic" high schools) and excluding "independent" "First Nations" schools and postsecondary sites.
4. All educators in Lloydminster are included in Sask.'s counts and none of them are captured in the counts for Alta.
5. Nvt. was created on April 1, 1999. Prior to that date, data for Nvt. were included with data for the N.W.T. This creates a break in series for the N.W.T. in 1999/2000. As a result, the overall percentage change is calculated for the period 1999/2000 to 2004/2005 for the N.W.T. and Nvt.

Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.

Source: Elementary-Secondary Education Statistics Project, Statistics Canada.

Table C.2.3

Student-educator ratio in public elementary and secondary schools, Canada and jurisdictions, 1997/1998 to 2004/2005

	Can.	N.L.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Y.T.	N.W.T.[1]	Nvt.[1]
							ratio							
1997/1998	16.6	14.6	17.0	17.2	17.1	15.2	16.9	15.4 r	17.4	18.8	17.5	13.3	18.4 r	...
1998/1999	16.5 r	14.6	16.7	16.6	17.1	15.0	16.9 r	15.4 r	16.8 r	18.7	17.2	13.0	19.0 r	...
1999/2000	16.5 r	14.2	16.7	16.5	16.8	14.8	17.0 r	15.7 r	16.5 r	18.8	17.1	12.7	18.1	19.2
2000/2001	16.3 r	13.8	15.9	16.5	16.7	14.6 r	16.8 r	15.0 r	16.8 r	18.4	16.8	12.0	16.9 r	19.2
2001/2002	16.3 r	13.4	15.6	16.5	16.9	14.6	17.1 r	15.0 r	16.1 r	17.9	16.8	11.9	16.5 r	19.2
2002/2003	16.3 r	13.4	15.3	16.2	16.6	14.3	17.0 r	14.9 r	15.8 r	18.1	17.6	12.1	16.3	18.8
2003/2004	16.1 r	13.4	15.0	16.0	16.2	14.2 r	16.9 r	14.8 r	14.8 r	17.9	17.7	12.0	15.5 r	19.1
2004/2005	15.9	13.6	15.1	15.7	15.9	14.2	16.6	14.5	14.5	16.9	17.5	11.5	15.4	16.2

1. Nvt. was created on April 1, 1999. Prior to that date, data for Nvt. were included with data for the N.W.T. This creates a break in series for the N.W.T. in 1999/2000.

Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.

Source: Elementary-Secondary Education Statistics Project, Statistics Canada.

Table C.2.4

Full-time educators (headcount) in public elementary-secondary schools, number and percentage distribution by age and sex, Canada and jurisdictions, 2004/2005

Age group	Can.[1]	N.L.	P.E.I.[2]	N.S.[2]	N.B.	Que.	Ont.	Man.[2]	Sask.[3,4]	Alta.[4]	B.C.	Y.T.[2]	N.W.T.[5]	Nvt.[5]
							number							
Number of educators														
Both sexes														
All ages[6]	.	**5,595**	.	.	**7,136**	**62,935**	**113,935**	.	**10,088**	**28,187**	**27,870**	.	.	.
Less than 30	.	**502**	.	.	**842**	**6,018**	**17,221**	.	**1,514**	**4,693**	**1,717**	.	.	.
30 to 39	.	**1,698**	.	.	**2,379**	**19,973**	**32,458**	.	**2,741**	**7,434**	**6,270**	.	.	.
40 to 49	.	**2,223**	.	.	**2,046**	**17,180**	**31,382**	.	**3,311**	**8,105**	**8,172**	.	.	.
50 to 59	.	**1,156**	.	.	**1,820**	**18,645**	**29,255**	.	**2,412**	**7,412**	**10,967**	.	.	.
60 and over	.	**16**	.	.	**49**	**1,119**	**1,966**	.	**110**	**543**	**744**	.	.	.
Male														
All ages[6]	.	**2,012**	.	.	**1,985**	**17,674**	**35,717**	.	**3,467**	**9,221**	**10,722**	.	.	.
Less than 30	.	106	.	.	160	928	3,735	.	385	1,022	439	.	.	.
30 to 39	.	535	.	.	609	4,642	10,935	.	1,093	2,715	2,639	.	.	.
40 to 49	.	847	.	.	591	5,008	10,458	.	1,066	2,614	3,187	.	.	.
50 to 59	.	521	.	.	615	6,701	9,350	.	889	2,656	4,197	.	.	.
60 and over	.	3	.	.	10	395	663	.	34	214	270	.	.	.
Female														
All ages[6]	.	**3,583**	.	.	**5,151**	**45,261**	**78,218**	.	**6,621**	**18,949**	**17,148**	.	.	.
Less than 30	.	396	.	.	682	5,090	13,486	.	1,129	3,663	1,278	.	.	.
30 to 39	.	1,163	.	.	1,770	15,331	21,523	.	1,648	4,714	3,641	.	.	.
40 to 49	.	1,376	.	.	1,455	12,172	20,924	.	2,245	5,489	4,985	.	.	.
50 to 59	.	635	.	.	1,205	11,944	19,905	.	1,523	4,754	6,770	.	.	.
60 and over	.	13	.	.	39	724	1,303	.	76	329	474	.	.	.
							percentage							
Distribution of educators[7]														
Both sexes														
Less than 30	.	**9.0**	.	.	**11.8**	**9.6**	**15.3**	.	**15.0**	**16.6**	**6.2**	.	.	.
30 to 39	.	**30.3**	.	.	**33.3**	**31.7**	**28.9**	.	**27.2**	**26.4**	**22.5**	.	.	.
40 to 49	.	**39.7**	.	.	**28.7**	**27.3**	**27.9**	.	**32.8**	**28.8**	**29.3**	.	.	.
50 to 59	.	**20.7**	.	.	**25.5**	**29.6**	**26.1**	.	**23.9**	**26.3**	**39.4**	.	.	.
60 and over	.	**0.3**	.	.	**0.7**	**1.8**	**1.8**	.	**1.1**	**1.9**	**2.7**	.	.	.
Male														
Less than 30	.	5.3	.	.	8.1	5.3	10.6	.	11.1	11.1	4.1	.	.	.
30 to 39	.	26.6	.	.	30.7	26.3	31.1	.	31.5	29.4	24.5	.	.	.
40 to 49	.	42.1	.	.	29.8	28.3	29.8	.	30.7	28.3	29.7	.	.	.
50 to 59	.	25.9	.	.	31.0	37.9	26.6	.	25.6	28.8	39.1	.	.	.
60 and over	.	0.1	.	.	0.5	2.2	1.9	.	1.0	2.3	2.5	.	.	.
Female														
Less than 30	.	11.1	.	.	13.2	11.2	17.5	.	17.1	19.3	7.5	.	.	.
30 to 39	.	32.5	.	.	34.4	33.9	27.9	.	24.9	24.9	21.2	.	.	.
40 to 49	.	38.4	.	.	28.2	26.9	27.1	.	33.9	29.0	29.1	.	.	.
50 to 59	.	17.7	.	.	23.4	26.4	25.8	.	23.0	25.1	39.5	.	.	.
60 and over	.	0.4	.	.	0.8	1.6	1.7	.	1.1	1.7	2.8	.	.	.

1. Data for Can. not available due to lack of data from P.E.I., N.S., Man., Y.T., N.W.T. and Nvt. described below.
2. P.E.I., N.S., Man. and Y.T. report combined full-time and part-time educator data only.
3. Includes educators in provincially funded schools (including "associated independent" and "historic" high schools) and excluding "independent" "First Nations" schools and postsecondary sites.
4. All educators in Lloydminster are included in Sask.'s counts and none of them are captured in the counts for Alta.
5. N.W.T. and Nvt. do not report headcount data on full-time, part-time educators or combined, only full-time equivalent educator data.
6. Includes a small number of cases for which age is not reported.
7. Percentage distribution is based on educators for whom age is reported.

Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.

Source: Elementary-Secondary Education Statistics Project, Statistics Canada.

Table C.2.5

Age distribution[1] of full-time educators in public elementary-secondary schools and of full-time employed labour force, Canada and provinces, 2004/2005

Age group	Full-time educators[2]	Full-time employed labour force[3]
	percentage	percentage
Canada[4]		
Less than 30	.	**22**
30 to 39	.	**25**
40 to 49	.	**29**
50 to 59	.	**20**
60 and over	.	**5**
Total	.	**100**
Newfoundland and Labrador		
Less than 30	9	20
30 to 39	30	25
40 to 49	40	29
50 to 59	21	22
60 and over	0	4
Total	**100**	**100**
Prince Edward Island		
Less than 30	.	22
30 to 39	.	23
40 to 49	.	29
50 to 59	.	21
60 and over	.	6
Total	.	**100**
Nova Scotia		
Less than 30	.	22
30 to 39	.	24
40 to 49	.	30
50 to 59	.	21
60 and over	.	4
Total	.	**100**
New Brunswick		
Less than 30	12	22
30 to 39	33	24
40 to 49	29	30
50 to 59	26	20
60 and over	1	4
Total	**100**	**100**
Quebec		
Less than 30	10	21
30 to 39	32	24
40 to 49	27	30
50 to 59	30	20
60 and over	2	4
Total	**100**	**100**
Ontario		
Less than 30	15	20
30 to 39	29	26
40 to 49	28	30
50 to 59	26	19
60 and over	2	5
Total	**100**	**100**

Table C.2.5

Age distribution[1] of full-time educators in public elementary-secondary schools and of full-time employed labour force, Canada and provinces, 2004/2005 (concluded)

Age group	Full-time educators[2]	Full-time employed labour force[3]
	percentage	percentage
Manitoba		
Less than 30	.	23
30 to 39	.	23
40 to 49	.	28
50 to 59	.	20
60 and over	.	5
Total	.	**100**
Saskatchewan		
Less than 30	15	24
30 to 39	27	21
40 to 49	33	28
50 to 59	24	20
60 and over	1	7
Total	**100**	**100**
Alberta		
Less than 30	17	26
30 to 39	26	23
40 to 49	29	28
50 to 59	26	18
60 and over	2	5
Total	**100**	**100**
British Columbia		
Less than 30	6	22
30 to 39	23	24
40 to 49	29	28
50 to 59	39	21
60 and over	3	5
Total	**100**	**100**

1. Percentage distributions may not add up to 100% due to rounding.
2. According to the age distributions on September 30th (or as close as possible thereafter) in the school year of full-time educators in public elementary-secondary schools based on data from the Elementary-Secondary Education Statistics Project. Unknown ages excluded. Prince Edward Island, Nova Scotia, Manitoba and Yukon report combined full-time and part-time educator data only. Northwest Territories and Nunavut do not report headcount data on full-time, part-time educators or combined, only full-time equivalent educator data.
3. Based on a monthly average from September to August, Labour Force Survey.
4. Age distribution data on full-time educators for Canada not available due to lack of data from Prince Edward Island, Nova Scotia, Manitoba, Yukon, Northwest Territories and Nunavut described in Note 2.

Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.

Table C.2.6

Part-time educators (headcount) as a percentage of educators in public elementary-secondary schools, by sex, Canada and jurisdictions, 1997/1998 and 2004/2005

	Can.[1]	N.L.	P.E.I.[2]	N.S.[2]	N.B.	Que.	Ont.	Man.[2]	Sask.	Alta.	B.C.	Y.T.[2]	N.W.T.[3]	Nvt.[3]
	Part-time educators as a percentage of educators													
1997/1998														
Both sexes	.	5	.	.	5	29	12	.	13	14	21	.	.	...
Male	.	1	.	.	2	28	7	.	3	4	8	.	.	...
Female	.	7	.	.	6	29	15	.	19	19	29	.	.	...
2004/2005														
Both sexes	.	4	.	.	5	32	10	.	14	17	23	.	.	.
Male	.	2	.	.	2	34	5	.	4	11	9	.	.	.
Female	.	5	.	.	6	32	13	.	18	20	30	.	.	.
Change 1997/1998 to 2004/2005														
Both sexes	.	-1	.	.	0	3	-2	.	1	3	2	.	.	...
Male	.	1	.	.	0	6	-2	.	1	7	1	.	.	...
Female	.	-2	.	.	0	3	-2	.	-1	1	1	.	.	...

1. Data for Can. not available due to lack of data from P.E.I., N.S., Man., Y.T., N.W.T. and Nvt. described below.
2. P.E.I., N.S., Man. and Y.T. report combined full-time and part-time educator data only.
3. N.W.T. and Nvt. do not report headcount data on full-time, part-time educators or combined, only full-time equivalent educator data.

Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.

Source: Elementary-Secondary Education Statistics Project, Statistics Canada.

Table C.2.7

Males (headcount) as a percentage of educators in public elementary-secondary schools, Canada and jurisdictions, 1997/1998 and 2004/2005

	Can.[1]	N.L.	P.E.I.[2]	N.S.[2]	N.B.	Que.	Ont.	Man.[2]	Sask.	Alta.	B.C.	Y.T.[2]	N.W.T.[3]	Nvt.[3]
	Males as a percentage of educators													
1997/1998														
Full-time educators	.	44	.	.	35	34	32	.	40	39	42	.	.	...
Part-time educators	.	13	.	.	16	33	17	.	9	9	13	.	.	...
2004/2005														
Full-time educators	.	36	.	.	28	28	31	.	35	33	38	.	.	.
Part-time educators	.	14	.	.	11	30	13	.	10	19	13	.	.	.
Change 1997/1998 to 2004/2005														
Full-time educators	.	-8	.	.	-7	-6	-1	.	-5	-6	-4	.	.	...
Part-time educators	.	1	.	.	-5	-3	-4	.	1	10	0	.	.	...

1. Data for Can. not available due to lack of data from P.E.I., N.S., Man., Y.T., N.W.T. and Nvt. described below.
2. P.E.I., N.S., Man. and Y.T. report combined full-time and part-time educator data only.
3. N.W.T. and Nvt. do not report headcount data on full-time, part-time educators or combined, only full-time equivalent educator data.

Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.

Source: Elementary-Secondary Education Statistics Project, Statistics Canada.

Table C.3.1

High school[1] graduation rates (from first educational program), by sex and age relative to typical age of graduation, Canada and jurisdictions, 1997/1998 and 2002/2003

	1997/1998			2002/2003			Difference		
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females
		rate			rate			rate	
Overall graduation rate									
Canada[2]	**72**	**67**	**77**	**74**	**70**	**78**	**2**	**3**	**1**
Newfoundland and Labrador[3]	**81**	75	88	**77**	72	81	**-4**	-3	-7
Prince Edward Island	**87**	83	90	**83**	79	86	**-4**	-4	-4
Nova Scotia	**82**	76	87	**81**	78	84	**-1**	2	-3
New Brunswick	**83**	78	89	**82**	77	86	**-1**	-1	-3
Quebec[4]	**82**	75	90	**79**	71	86	**-3**	-4	-4
Ontario	**76**	72	82	..	..	..	..	..	..
Manitoba[5]	**76**	71	81	**71**	67	76	**-5**	-4	-5
Saskatchewan	**73**	70	77	**77**	73	81	**4**	3	4
Alberta	**63**	59	68	**67**	63	70	**4**	4	2
British Columbia	**71**	67	76	**77**	73	82	**6**	6	6
Yukon	**58**	53	64	**57**	52	60	**-1**	-1	-4
Northwest Territories[6]	**34**	30	38	**43**	38	50	**9**	8	12
Nunavut[6]	...	...	...	**26**	25	26	..	..	..
Typical-age graduation rate									
Canada[2]	**62**	**57**	**67**	**67**	**62**	**72**	**5**	**5**	**5**
Newfoundland and Labrador[3]	**75**	67	83	**71**	65	77	**-4**	-2	-6
Prince Edward Island	**71**	65	79	**76**	70	81	**5**	5	2
Nova Scotia	**73**	66	80	**76**	72	79	**3**	6	-1
New Brunswick	**69**	62	78	**71**	64	79	**2**	2	1
Quebec[4]	**57**	49	65	**54**	46	63	**-3**	-3	-2
Ontario	**51**	46	57	..	..	..	..	..	..
Manitoba[5]	**60**	56	65	**63**	58	69	**3**	2	4
Saskatchewan	**65**	61	70	**70**	65	75	**5**	4	5
Alberta	**55**	51	59	**60**	56	63	**5**	5	4
British Columbia	**62**	57	67	**71**	66	76	**9**	9	9
Yukon	**37**	31	43	**43**	38	48	**6**	7	5
Northwest Territories[6]	**18**	16	20	**30**	28	33	**12**	12	13
Nunavut[6]	...	...	...	**13**	12	14	..	..	..

Tables C3

Table C.3.1

High school[1] graduation rates (from first educational program), by sex and age relative to typical age of graduation, Canada and jurisdictions, 1997/1998 and 2002/2003 (concluded)

	1997/1998			2002/2003			Difference		
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females
		rate			rate			rate	
After-typical-age graduation rate									
Canada[2]	**10**	**10**	**9**	**7**	**8**	**6**	**-3**	**-2**	**-3**
Newfoundland and Labrador[3]	**6**	8	5	6	7	4	**0**	-1	-1
Prince Edward Island	**15**	19	12	7	9	5	**-8**	-10	-7
Nova Scotia	**9**	10	7	5	6	5	**-4**	-4	-2
New Brunswick	**14**	16	11	10	13	7	**-4**	-3	-4
Quebec[4]	**25**	26	25	24	25	23	**-1**	-1	-2
Ontario	**26**	26	25	..	..	..	..	..	..
Manitoba[5]	**16**	16	15	8	9	7	**-8**	-7	-8
Saskatchewan	**8**	9	7	7	8	6	**-1**	-1	-1
Alberta	**8**	8	8	7	7	7	**-1**	-1	-1
British Columbia	**10**	10	9	6	7	6	**-4**	-3	-3
Yukon	**21**	22	20	13	14	13	**-8**	-8	-7
Northwest Territories[6]	**16**	14	18	13	10	17	**-3**	-4	-1
Nunavut[6]	...	...	...	13	13	13	..	..	..

1. High schools include public, private and federal schools and schools for the visually and hearing impaired. Equivalencies and "general education diplomas" are excluded.
2. The rate for Canada excludes Quebec and Ontario.
3. From 1995/1996 to 1999/2000, high school graduation was based on school results only; there were no provincial examinations.
4. Secondary graduations for Quebec include graduates from adult and trade/vocational programs.
5. Until 2000/2001, includes enrolments in adult programs and professional training under the authority of the school boards or districts.
6. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000.

Source: Statistics Canada and Council of Ministers of Education, Canada. 2005. *Education indicators in Canada: Report of the Pan-Canadian Education Indicators Program*. Catalogue no. 81-582-XIE. Ottawa.

Table C.4.1

Estimated average scores, standard errors and percentage distribution of 15-year-old students by mathematics proficiency on the PISA mathematics combined scale, Canada, provinces and selected countries, 2003

Country and province[1]	Estimated average scores	Standard error	Below level 1		Level 1		Level 2	
			percentage	Standard error	percentage	Standard error	percentage	Standard error
Hong Kong-China	550	(4.5)	3.9	(0.7)	6.5	(0.6)	13.9	(1.0)
Alberta	**549**	**(4.3)**	**1.7**	**(0.3)**	**5.7**	**(0.8)**	**15.0**	**(2.1)**
Finland	544	(1.9)	1.5	(0.2)	5.3	(0.4)	16.0	(0.6)
Korea	542	(3.2)	2.5	(0.3)	7.1	(0.7)	16.6	(0.8)
British Columbia	**538**	**(2.4)**	**1.7**	**(0.3)**	**6.9**	**(0.6)**	**17.6**	**(1.0)**
Netherlands	538	(3.1)	2.6	(0.7)	8.4	(0.9)	18.0	(1.1)
Quebec	**537**	**(4.7)**	**3.3**	**(0.6)**	**7.8**	**(0.9)**	**16.2**	**(1.3)**
Liechtenstein	536	(4.1)	4.8	(1.3)	7.5	(1.7)	17.3	(2.8)
Japan	534	(4.0)	4.7	(0.7)	8.6	(0.7)	16.3	(0.8)
Canada	**532**	**(1.8)**	**2.4**	**(0.3)**	**7.7**	**(0.4)**	**18.3**	**(0.6)**
Ontario	**530**	**(3.6)**	**2.0**	**(0.4)**	**7.7**	**(0.8)**	**19.1**	**(1.1)**
Belgium	529	(2.3)	7.2	(0.6)	9.3	(0.5)	15.9	(0.6)
Manitoba	**528**	**(3.1)**	**2.8**	**(0.6)**	**8.2**	**(0.8)**	**19.2**	**(1.2)**
Macao-China	527	(2.9)	2.3	(0.6)	8.8	(1.3)	19.6	(1.4)
Switzerland	527	(3.4)	4.9	(0.4)	9.6	(0.6)	17.5	(0.8)
Australia	524	(2.1)	4.3	(0.4)	10.0	(0.5)	18.6	(0.6)
New Zealand	523	(2.3)	4.9	(0.4)	10.1	(0.6)	19.2	(0.7)
Newfoundland and Labrador	**517**	**(2.5)**	**2.9**	**(0.6)**	**9.6**	**(0.9)**	**22.2**	**(1.6)**
Saskatchewan	**516**	**(3.9)**	**3.9**	**(1.0)**	**9.9**	**(0.9)**	**20.9**	**(1.5)**
Czech Republic	516	(3.5)	5.0	(0.7)	11.6	(0.9)	20.1	(1.0)
Nova Scotia	**515**	**(2.2)**	**3.2**	**(0.5)**	**10.4**	**(0.7)**	**21.5**	**(1.1)**
Iceland	515	(1.4)	4.5	(0.4)	10.5	(0.6)	20.2	(1.0)
Denmark	514	(2.7)	4.7	(0.5)	10.7	(0.6)	20.6	(0.9)
New Brunswick	**512**	**(1.8)**	**3.7**	**(0.5)**	**10.6**	**(0.6)**	**22.8**	**(0.9)**
France	511	(2.5)	5.6	(0.7)	11.0	(0.8)	20.2	(0.8)
Sweden	509	(2.6)	5.6	(0.5)	11.7	(0.6)	21.7	(0.8)
Austria	506	(3.3)	5.6	(0.7)	13.2	(0.8)	21.6	(0.9)
Ireland	503	(2.4)	4.7	(0.6)	12.1	(0.8)	23.6	(0.8)
Germany	503	(3.3)	9.2	(0.8)	12.4	(0.8)	19.0	(1.0)
Prince Edward Island	**500**	**(2.0)**	**5.2**	**(0.5)**	**12.5**	**(1.0)**	**23.7**	**(1.6)**
OECD average	**500**	**(0.6)**	**8.2**	**(0.2)**	**13.2**	**(0.2)**	**21.1**	**(0.1)**
Slovak Republic	498	(3.3)	6.7	(0.8)	13.2	(0.9)	23.5	(0.9)
Norway	495	(2.4)	6.9	(0.5)	13.9	(0.8)	23.7	(1.2)
Luxembourg	493	(1.0)	7.4	(0.4)	14.3	(0.6)	22.9	(0.9)
Poland	490	(2.5)	6.8	(0.6)	15.2	(0.8)	24.8	(0.7)
Hungary	490	(2.8)	7.8	(0.8)	15.2	(0.8)	23.8	(1.0)
Spain	485	(2.4)	8.1	(0.7)	14.9	(0.9)	24.7	(0.8)
Latvia	483	(3.7)	7.6	(0.9)	16.1	(1.1)	25.5	(1.2)
United States	483	(2.9)	10.2	(0.8)	15.5	(0.8)	23.9	(0.8)
Russian Federation	468	(4.2)	11.4	(1.0)	18.8	(1.1)	26.4	(1.1)
Portugal	466	(3.4)	11.3	(1.1)	18.8	(1.0)	27.1	(1.0)
Italy	466	(3.1)	13.2	(1.2)	18.7	(0.9)	24.7	(1.0)
Greece	445	(3.9)	17.8	(1.2)	21.2	(1.2)	26.3	(1.0)
Serbia and Montenegro (Ser.)	437	(3.8)	17.6	(1.3)	24.5	(1.1)	28.6	(1.2)
Turkey	423	(6.7)	27.7	(2.0)	24.6	(1.3)	22.1	(1.1)
Uruguay	422	(3.3)	26.3	(1.3)	21.8	(0.8)	24.2	(0.9)
Thailand	417	(3.0)	23.8	(1.3)	30.2	(1.2)	25.4	(1.1)
Mexico	385	(3.6)	38.1	(1.7)	27.9	(1.0)	20.8	(0.9)
Indonesia	360	(3.9)	50.5	(2.1)	27.6	(1.1)	14.8	(1.1)
Tunisia	359	(2.5)	51.1	(1.4)	26.9	(1.0)	14.7	(0.8)
Brazil	356	(4.8)	53.3	(1.9)	21.9	(1.1)	14.1	(0.9)

Table C.4.1

Estimated average scores, standard errors and percentage distribution of 15-year-old students by mathematics proficiency on the PISA mathematics combined scale, Canada, provinces and selected countries, 2003 (concluded)

Country and province[1]	Level 3		Level 4		Level 5		Level 6	
	percentage	Standard error	percentage	Standard error	percentage	Standard error	percentage	Standard error
Hong Kong-China	20.0	(1.2)	25.0	(1.2)	20.2	(1.0)	10.5	(0.9)
Alberta	**24.6**	**(1.4)**	**26.0**	**(1.7)**	**18.5**	**(1.1)**	**8.5**	**(1.4)**
Finland	27.7	(0.7)	26.1	(0.9)	16.7	(0.6)	6.7	(0.5)
Korea	24.1	(1.0)	25.0	(1.1)	16.7	(0.8)	8.1	(0.9)
British Columbia	**25.8**	**(1.1)**	**26.3**	**(1.0)**	**15.8**	**(0.8)**	**5.9**	**(0.6)**
Netherlands	23.0	(1.1)	22.6	(1.3)	18.2	(1.1)	7.3	(0.6)
Quebec	**23.5**	**(1.5)**	**25.6**	**(1.5)**	**16.6**	**(1.2)**	**7.0**	**(0.8)**
Liechtenstein	21.6	(2.5)	23.2	(3.1)	18.3	(3.2)	7.3	(1.7)
Japan	22.4	(1.0)	23.6	(1.2)	16.1	(1.0)	8.2	(1.1)
Canada	**26.2**	**(0.7)**	**25.1**	**(0.6)**	**14.8**	**(0.5)**	**5.5**	**(0.4)**
Ontario	**27.7**	**(1.3)**	**25.1**	**(1.3)**	**13.8**	**(1.2)**	**4.6**	**(0.8)**
Belgium	20.1	(0.7)	21.0	(0.6)	17.5	(0.7)	9.0	(0.5)
Manitoba	**26.3**	**(1.4)**	**24.5**	**(1.5)**	**14.2**	**(1.2)**	**4.8**	**(0.6)**
Macao-China	26.8	(1.8)	23.7	(1.7)	13.8	(1.6)	4.8	(1.0)
Switzerland	24.3	(1.0)	22.5	(0.7)	14.2	(1.1)	7.0	(0.9)
Australia	24.0	(0.7)	23.3	(0.6)	14.0	(0.5)	5.8	(0.4)
New Zealand	23.2	(0.9)	21.9	(0.8)	14.1	(0.6)	6.6	(0.4)
Newfoundland and Labrador	**27.5**	**(1.5)**	**23.6**	**(1.4)**	**11.2**	**(1.1)**	**3.0**	**(0.5)**
Saskatchewan	**26.7**	**(1.5)**	**23.7**	**(1.5)**	**11.7**	**(1.1)**	**3.2**	**(0.5)**
Czech Republic	24.3	(0.9)	20.8	(0.9)	12.9	(0.8)	5.3	(0.5)
Nova Scotia	**28.3**	**(1.1)**	**22.3**	**(1.4)**	**11.3**	**(1.1)**	**3.0**	**(0.6)**
Iceland	26.1	(0.9)	23.2	(0.8)	11.7	(0.6)	3.7	(0.4)
Denmark	26.2	(0.9)	21.9	(0.8)	11.8	(0.9)	4.1	(0.5)
New Brunswick	**27.4**	**(1.0)**	**22.0**	**(1.0)**	**10.1**	**(0.8)**	**3.4**	**(0.4)**
France	25.9	(1.0)	22.1	(1.0)	11.6	(0.7)	3.5	(0.4)
Sweden	25.5	(0.9)	19.8	(0.8)	11.6	(0.6)	4.1	(0.5)
Austria	24.9	(1.1)	20.5	(0.8)	10.5	(0.9)	3.7	(0.5)
Ireland	28.0	(0.8)	20.2	(1.1)	9.1	(0.8)	2.2	(0.3)
Germany	22.6	(0.8)	20.6	(1.0)	12.2	(0.9)	4.1	(0.5)
Prince Edward Island	**28.0**	**(1.8)**	**20.5**	**(1.2)**	**7.5**	**(0.8)**	**2.6**	**(0.7)**
OECD average	**23.7**	**(0.2)**	**19.1**	**(0.2)**	**10.6**	**(0.1)**	**4.0**	**(0.1)**
Slovak Republic	24.9	(1.1)	18.9	(0.8)	9.8	(0.7)	2.9	(0.4)
Norway	25.2	(1.0)	18.9	(1.0)	8.7	(0.6)	2.7	(0.3)
Luxembourg	25.9	(0.8)	18.7	(0.8)	8.5	(0.6)	2.4	(0.3)
Poland	25.3	(0.9)	17.7	(0.9)	7.8	(0.5)	2.3	(0.3)
Hungary	24.3	(0.9)	18.2	(0.9)	8.2	(0.7)	2.5	(0.4)
Spain	26.7	(1.0)	17.7	(0.6)	6.5	(0.6)	1.4	(0.2)
Latvia	26.3	(1.2)	16.6	(1.2)	6.3	(0.7)	1.6	(0.4)
United States	23.8	(0.8)	16.6	(0.7)	8.0	(0.5)	2.0	(0.4)
Russian Federation	23.1	(1.0)	13.2	(0.9)	5.4	(0.6)	1.6	(0.4)
Portugal	24.0	(1.0)	13.4	(0.9)	4.6	(0.5)	0.8	(0.2)
Italy	22.9	(0.8)	13.4	(0.7)	5.5	(0.4)	1.5	(0.2)
Greece	20.2	(1.0)	10.6	(0.9)	3.4	(0.5)	0.6	(0.2)
Serbia and Montenegro (Ser.)	18.9	(1.1)	8.1	(0.9)	2.1	(0.4)	0.2	(0.1)
Turkey	13.5	(1.3)	6.8	(1.0)	3.1	(0.8)	2.4	(1.0)
Uruguay	16.8	(0.7)	8.2	(0.7)	2.3	(0.3)	0.5	(0.2)
Thailand	13.7	(0.8)	5.3	(0.5)	1.5	(0.3)	0.2	(0.1)
Mexico	10.1	(0.8)	2.7	(0.4)	0.4	(0.1)	0.0	(0.0)
Indonesia	5.5	(0.7)	1.4	(0.4)	0.2	(0.1)	0.0	(0.0)
Tunisia	5.7	(0.6)	1.4	(0.3)	0.2	(0.1)	0.0	(0.0)
Brazil	6.8	(0.8)	2.7	(0.5)	0.9	(0.4)	0.3	(0.2)

1. Jurisdictions are ordered by estimated average scores.

Note: Percentage distributions may not add up to 100% due to rounding.

Source: Human Resources and Skills Development Canada, Statistics Canada and Council of Ministers of Education, Canada. 2004. *Measuring Up: Canadian Results of the OECD PISA Study: The Performance of Canada's Youth in Mathematics, Reading, Science and Problem Solving 2003. First Findings for Canadians Aged 15.* Statistics Canada. Catalogue no. 81-590-XIE-2. Ottawa.

Table C.4.2

Estimated average scores, standard errors and percentage distribution of 15-year-old students by reading proficiency on the PISA combined reading literacy scale, Canada, provinces and selected countries, 2000

Country and province[1]	Estimated average scores	Standard error	Below level 1		Level 1		Level 2	
			percentage	Standard error	percentage	Standard error	percentage	Standard error
Alberta	**550**	**(3.3)**	**1.8**	**(0.5)**	**6.1**	**(0.7)**	**14.7**	**(0.8)**
Finland	546	(2.6)	1.7	(0.5)	5.2	(0.4)	14.3	(0.7)
British Columbia	**538**	**(2.9)**	**2.4**	**(0.5)**	**7.0**	**(0.7)**	**17.5**	**(0.9)**
Quebec	**536**	**(3.0)**	**2.0**	**(0.4)**	**6.4**	**(0.6)**	**17.2**	**(0.9)**
Canada	**534**	**(1.6)**	**2.4**	**(0.3)**	**7.2**	**(0.3)**	**18.0**	**(0.4)**
Ontario	**533**	**(3.3)**	**2.6**	**(0.6)**	**7.4**	**(0.6)**	**18.2**	**(0.8)**
Manitoba	**529**	**(3.5)**	**2.0**	**(0.4)**	**8.6**	**(0.9)**	**18.7**	**(1.2)**
Saskatchewan	**529**	**(2.7)**	**2.0**	**(0.5)**	**7.3**	**(0.5)**	**19.2**	**(0.9)**
New Zealand	529	(2.8)	4.8	(0.5)	8.9	(0.5)	17.2	(0.9)
Australia	528	(3.5)	3.3	(0.5)	9.1	(0.8)	19.0	(1.1)
Ireland	527	(3.2)	3.1	(0.5)	7.9	(0.8)	17.9	(0.9)
Korea	525	(2.4)	0.9	(0.2)	4.8	(0.6)	18.6	(0.9)
United Kingdom	523	(2.6)	3.6	(0.4)	9.2	(0.5)	19.6	(0.7)
Japan	522	(5.2)	2.7	(0.6)	7.3	(1.1)	18.0	(1.3)
Nova Scotia	**521**	**(2.3)**	**2.9**	**(0.4)**	**9.2**	**(0.9)**	**20.7**	**(1.2)**
Newfoundland and Labrador	**517**	**(2.8)**	**3.5**	**(0.5)**	**10.3**	**(0.9)**	**21.0**	**(1.3)**
Prince Edward Island	**517**	**(2.4)**	**2.4**	**(0.5)**	**10.4**	**(1.2)**	**21.9**	**(1.2)**
Sweden	516	(2.2)	3.3	(0.4)	9.3	(0.6)	20.3	(0.7)
Belgium	507	(3.6)	7.7	(1.0)	11.3	(0.7)	16.8	(0.7)
Austria	507	(2.4)	4.4	(0.4)	10.2	(0.6)	21.7	(0.9)
Iceland	507	(1.5)	4.0	(0.3)	10.5	(0.6)	22.0	(0.8)
Norway	505	(2.8)	6.3	(0.6)	11.2	(0.8)	19.5	(0.8)
France	505	(2.7)	4.2	(0.6)	11.0	(0.8)	22.0	(0.8)
United States	504	(7.1)	6.4	(1.2)	11.5	(1.2)	21.0	(1.2)
New Brunswick	**501**	**(1.8)**	**5.1**	**(0.5)**	**11.7**	**(0.8)**	**23.1**	**(1.2)**
OECD average	**500**	**(0.6)**	**6.2**	**(0.4)**	**12.1**	**(0.4)**	**21.8**	**(0.4)**
Denmark	497	(2.4)	5.9	(0.6)	12.0	(0.7)	22.5	(0.9)
Switzerland	494	(4.3)	7.0	(0.7)	13.3	(0.9)	21.4	(1.0)
Spain	493	(2.7)	4.1	(0.5)	12.2	(0.9)	25.7	(0.7)
Czech Republic	492	(2.4)	6.1	(0.6)	11.4	(0.7)	24.8	(1.2)
Italy	487	(2.9)	5.4	(0.9)	13.5	(0.9)	25.6	(1.0)
Germany	484	(2.5)	9.9	(0.7)	12.7	(0.6)	22.3	(0.8)
Liechtenstein	483	(4.1)	7.6	(1.5)	14.5	(2.1)	23.2	(2.9)
Hungary	480	(4.0)	6.9	(0.7)	15.8	(1.2)	25.0	(1.1)
Poland	479	(4.5)	8.7	(1.0)	14.6	(1.0)	24.1	(1.4)
Greece	474	(5.0)	8.7	(1.2)	15.7	(1.4)	25.9	(1.4)
Portugal	470	(4.5)	9.6	(1.0)	16.7	(1.2)	25.3	(1.0)
Russian Federation	462	(4.2)	9.0	(1.0)	18.5	(1.1)	29.2	(0.8)
Latvia	458	(5.3)	12.7	(1.3)	17.9	(1.3)	26.3	(1.1)
Luxembourg	441	(1.6)	14.2	(0.7)	20.9	(0.8)	27.5	(1.3)
Mexico	422	(3.3)	16.1	(1.2)	28.1	(1.4)	30.3	(1.1)
Brazil	396	(3.1)	23.3	(1.4)	32.5	(1.2)	27.7	(1.3)

Table C.4.2

Estimated average scores, standard errors and percentage distribution of 15-year-old students by reading proficiency on the PISA combined reading literacy scale, Canada, provinces and selected countries, 2000 (concluded)

Country and province[1]	Level 3		Level 4		Level 5	
	percentage	Standard error	percentage	Standard error	percentage	Standard error
Alberta	**26.7**	**(1.2)**	**28.2**	**(1.0)**	**22.5**	**(1.4)**
Finland	28.7	(0.8)	31.6	(0.9)	18.5	(0.9)
British Columbia	**26.3**	**(1.1)**	**28.7**	**(1.0)**	**18.1**	**(1.1)**
Quebec	**29.4**	**(1.1)**	**29.2**	**(1.1)**	**15.9**	**(1.0)**
Canada	**28.0**	**(0.5)**	**27.7**	**(0.6)**	**16.8**	**(0.5)**
Ontario	**27.5**	**(0.9)**	**27.6**	**(1.1)**	**16.7**	**(1.0)**
Manitoba	**29.6**	**(1.5)**	**25.2**	**(1.2)**	**15.9**	**(1.2)**
Saskatchewan	**29.8**	**(1.3)**	**27.8**	**(1.1)**	**14.0**	**(1.0)**
New Zealand	24.6	(1.1)	25.8	(1.1)	18.7	(1.0)
Australia	25.7	(1.1)	25.3	(0.9)	17.6	(1.2)
Ireland	29.7	(1.1)	27.1	(1.1)	14.2	(0.8)
Korea	38.8	(1.1)	31.1	(1.2)	5.7	(0.6)
United Kingdom	27.5	(0.9)	24.4	(0.9)	15.6	(1.0)
Japan	33.3	(1.3)	28.8	(1.7)	9.9	(1.1)
Nova Scotia	**29.0**	**(1.3)**	**24.6**	**(1.5)**	**13.6**	**(0.9)**
Newfoundland and Labrador	**28.4**	**(1.4)**	**23.5**	**(1.2)**	**13.3**	**(0.9)**
Prince Edward Island	**28.3**	**(1.5)**	**23.9**	**(1.6)**	**13.1**	**(1.1)**
Sweden	30.4	(1.0)	25.6	(1.0)	11.2	(0.7)
Belgium	25.8	(0.9)	26.3	(0.9)	12.0	(0.7)
Austria	29.9	(1.2)	24.9	(1.0)	8.8	(0.8)
Iceland	30.8	(0.9)	23.6	(1.1)	9.1	(0.7)
Norway	28.1	(0.8)	23.7	(0.9)	11.2	(0.7)
France	30.6	(1.0)	23.7	(0.9)	8.5	(0.6)
United States	27.4	(1.3)	21.5	(1.4)	12.2	(1.4)
New Brunswick	**29.7**	**(1.1)**	**21.0**	**(1.0)**	**9.5**	**(0.6)**
OECD average	**28.6**	**(0.4)**	**21.8**	**(0.4)**	**9.4**	**(0.4)**
Denmark	29.5	(1.0)	22.0	(0.9)	8.1	(0.5)
Switzerland	28.0	(1.0)	21.0	(1.0)	9.2	(1.0)
Spain	32.8	(1.0)	21.1	(0.9)	4.2	(0.5)
Czech Republic	30.9	(1.1)	19.8	(0.8)	7.0	(0.6)
Italy	30.6	(1.0)	19.5	(1.1)	5.3	(0.5)
Germany	26.8	(1.0)	19.4	(1.0)	8.8	(0.5)
Liechtenstein	30.1	(3.4)	19.5	(2.2)	5.1	(1.6)
Hungary	28.8	(1.3)	18.5	(1.1)	5.1	(0.8)
Poland	28.2	(1.3)	18.6	(1.3)	5.9	(1.0)
Greece	28.1	(1.7)	16.7	(1.4)	5.0	(0.7)
Portugal	27.5	(1.2)	16.8	(1.1)	4.2	(0.5)
Russian Federation	26.9	(1.1)	13.3	(1.0)	3.2	(0.5)
Latvia	25.2	(1.3)	13.8	(1.1)	4.1	(0.6)
Luxembourg	24.6	(1.1)	11.2	(0.5)	1.7	(0.3)
Mexico	18.8	(1.2)	6.0	(0.7)	0.9	(0.2)
Brazil	12.9	(1.1)	3.1	(0.5)	0.6	(0.2)

1. Jurisdictions are ordered by estimated average scores.

Note: Percentage distributions may not add up to 100% due to rounding.

Sources: OECD (2001). Knowledge and Skills for Life. First Results from PISA 2000. Excel data tables.

Human Resources and Skills Development Canada, Statistics Canada and Council of Ministers of Education, Canada. 2001. *Measuring Up: Canadian Results of the OECD PISA Study: The Performance of Canada's Youth in Mathematics, Reading, Science and Problem Solving. First Findings for Canadians Aged 15.* Statistics Canada. Catalogue no. 81-590-XIE. Ottawa.

Table C.4.3

Comparison of estimated average performance in mathematics for PISA 2003 and PISA 2000 assessments, Canada and provinces

	PISA 2000		PISA 2003	
	Estimated average score	95% confidence interval	Estimated average score	95% confidence interval
Mathematics – space and shape				
Canada	**515**	**512 to 518**	**518**	**505 to 530**
Newfoundland and Labrador	489	482 to 496	498	485 to 511
Prince Edward Island	500	492 to 508	480	467 to 493
Nova Scotia	498	491 to 505	498	485 to 510
New Brunswick	497	490 to 504	498	485 to 510
Quebec	536	531 to 541	528	514 to 543
Ontario	504	498 to 510	512	499 to 526
Manitoba	517	507 to 527	513	499 to 526
Saskatchewan	507	500 to 514	500	486 to 514
Alberta	523	516 to 530	534	520 to 549
British Columbia	519	513 to 525	523	510 to 535
Mathematics – change and relationships				
Canada	**520** [1]	**517 to 523**	**537** [1]	**526 to 547**
Newfoundland and Labrador	497 [1]	491 to 503	521 [1]	510 to 531
Prince Edward Island	506	499 to 513	502	492 to 512
Nova Scotia	505	500 to 510	517	507 to 528
New Brunswick	497 [1]	492 to 502	513 [1]	503 to 524
Quebec	529	524 to 534	538	524 to 551
Ontario	513 [1]	508 to 518	536 [1]	524 to 548
Manitoba	523	515 to 531	532	521 to 544
Saskatchewan	517	511 to 523	520	508 to 532
Alberta	533 [1]	527 to 539	554 [1]	542 to 567
British Columbia	525 [1]	519 to 531	543 [1]	532 to 554

1. Statistically significant differences between 2000 and 2003. The confidence interval represents the range within which the score for the population is likely to fall, with 95% probability. Approximate confidence interval = average score +/- (1.96 x standard error). The confidence interval gives a range within which the true mean is likely to fall. If two confidence intervals overlap, there is no significant difference between the means.

Note: The 2003 confidence interval includes a linking error associated with the uncertainty that results from making comparisons with PISA 2000 (see Statistics Canada and Council of Ministers of Education, Canada. 2007. *Education indicators in Canada: Handbook for the Report of the Pan-Canadian Education Indicators Program.* Catalogue no. 81-582-XIE. Ottawa.).

Source: Human Resources and Skills Development Canada, Statistics Canada and Council of Ministers of Education, Canada. 2004. *Measuring Up: Canadian Results of the OECD PISA Study: The Performance of Canada's Youth in Mathematics, Reading, Science and Problem Solving 2003. First Findings for Canadians Aged 15.* Statistics Canada. Catalogue no. 81-590-XIE-2. Ottawa.

Table C.4.4

Comparison of estimated average performance in reading for PISA 2003 and PISA 2000 assessments, Canada and provinces

	PISA 2000		PISA 2003	
	Estimated average score	95% confidence interval	Estimated average score	95% confidence interval
Reading				
Canada	**534**	**531 to 537**	**528**	**520 to 536**
Newfoundland and Labrador	517	512 to 522	521	511 to 531
Prince Edward Island	517 [1]	512 to 522	495 [1]	486 to 503
Nova Scotia	521	516 to 526	513	504 to 521
New Brunswick	501	497 to 505	503	494 to 511
Quebec	536	530 to 542	525	514 to 536
Ontario	533	527 to 539	530	520 to 540
Manitoba	529	522 to 536	520	511 to 530
Saskatchewan	529 [1]	524 to 534	512 [1]	501 to 523
Alberta	550	544 to 556	543	532 to 554
British Columbia	538	532 to 544	535	526 to 544

1. Statistically significant differences between 2000 and 2003. The confidence interval represents the range within which the score for the population is likely to fall, with 95% probability. Approximate confidence interval = average score +/- (1.96 x standard error). This confidence interval gives a range within which the true mean is likely to fall. If two confidence intervals overlap, there is no significant difference between the means.

Note: The 2003 confidence interval includes a linking error associated with the uncertainty that results from making comparisons with PISA 2000 (see Statistics Canada and Council of Ministers of Education, Canada. 2007. *Education indicators in Canada: Handbook for the Report of the Pan-Canadian Education Indicators Program.* Catalogue no. 81-582-XIE. Ottawa.).

Source: Human Resources and Skills Development Canada, Statistics Canada and Council of Ministers of Education, Canada. 2004. *Measuring Up: Canadian Results of the OECD PISA Study: The Performance of Canada's Youth in Mathematics, Reading, Science and Problem Solving 2003. First Findings for Canadians Aged 15.* Statistics Canada. Catalogue no. 81-590-XIE-2. Ottawa.

Table C.4.5

Comparison of estimated average performance in science, PISA 2003 and PISA 2000 assessments, Canada and provinces

	PISA 2000		PISA 2003	
	Estimated average score	95% confidence interval	Estimated average score	95% confidence interval
Science				
Canada	**529 [1]**	**526 to 532**	**519 [1]**	**512 to 526**
Newfoundland and Labrador	516	509 to 523	514	506 to 522
Prince Edward Island	508 [1]	503 to 513	489 [1]	481 to 497
Nova Scotia	516	510 to 522	505	498 to 513
New Brunswick	497	492 to 502	498	491 to 505
Quebec	541 [1]	534 to 548	520 [1]	508 to 532
Ontario	522	515 to 529	515	506 to 525
Manitoba	527	520 to 534	512	503 to 522
Saskatchewan	522 [1]	516 to 528	506 [1]	495 to 516
Alberta	546	539 to 553	539	527 to 552
British Columbia	533	527 to 539	527	519 to 535

1. Statistically significant differences between 2000 and 2003. The confidence interval represents the range within which the score for the population is likely to fall, with 95% probability. Approximate confidence interval = average score +/- (1.96 x standard error). This confidence interval gives a range within which the true mean is likely to fall. If two confidence intervals overlap, there is no significant difference between the means.

Notes: The 2003 confidence interval includes a linking error associated with the uncertainty that results from making comparisons with PISA 2000 (see Statistics Canada and Council of Ministers of Education, Canada. 2007. Education indicators in Canada: Handbook for the Report of the Pan-Canadian Education Indicators Program. Catalogue no. 81-582-XIE. Ottawa.). Due to rounding error, non-overlapping confidence intervals in Science for Saskatchewan and Canada share an upper or lower limit.

Source: Human Resources and Skills Development Canada, Statistics Canada and Council of Ministers of Education, Canada. 2004. *Measuring Up: Canadian Results of the OECD PISA Study: The Performance of Canada's Youth in Mathematics, Reading, Science and Problem Solving 2003. First Findings for Canadians Aged 15.* Statistics Canada. Catalogue no. 81-590-XIE-2. Ottawa.

Table C.4.6

Percentage of 13-year-old students at performance level 2 or above in SAIP assessments, Canada and jurisdictions

	Science (written)						Mathematics (content)			
	1996		1999		2004		1997		2001	
	%	Confidence interval	%	Confidence interval	%	Confidence interval	%	Confidence interval	%	Confidence interval
Canada	**71.9**	**(0.8)**	**73.3**	**(0.8)**	**71.0**	**(0.8)**	**59.4**	**(0.8)**	**64.4**	**(0.8)**
Canada (English)	..	..	..	..	**70.8**	**(0.9)**	..	..	..	..
Canada (French)	..	..	..	..	**71.6**	**(1.5)**	..	..	..	..
Newfoundland and Labrador	71.4	(3.0)	68.0	(2.6)	65.6	(2.9)	56.9	(3.3)	57.1	(3.7)
Prince Edward Island	76.4	(2.7)	74.3	(2.9)	65.8	(2.7)	53.6	(3.2)	52.7	(3.8)
Nova Scotia (English)	73.3	(2.9)	69.5	(3.3)	63.1	(3.0)	53.0	(3.3)	47.7	(3.3)
Nova Scotia (French)	73.7	(0.0)	61.8	(3.5)	58.8	(0.0)	66.0	(0.0)	48.5	(8.6)
New Brunswick (English)	70.6	(2.9)	69.4	(3.2)	61.7	(3.0)	54.6	(3.3)	51.9	(3.2)
New Brunswick (French)	60.4	(2.9)	60.5	(3.1)	48.6	(2.9)	63.2	(3.0)	57.6	(3.4)
Quebec (English)	72.6	(2.8)	69.6	(3.0)	67.9	(3.1)	65.3	(3.3)	66.6	(3.1)
Quebec (French)	73.3	(2.6)	72.8	(2.8)	73.0	(2.8)	78.3	(2.6)	74.9	(2.9)
Ontario (English)	67.4	(2.8)	72.1	(3.1)	71.8	(2.8)	50.0	(3.1)	63.4	(3.3)
Ontario (French)	57.1	(3.1)	57.2	(3.3)	63.2	(3.1)	51.9	(3.0)	56.3	(4.3)
Manitoba (English)	72.9	(2.8)	72.8	(3.0)	67.6	(2.9)	51.9	(3.3)	57.2	(3.0)
Manitoba (French)	59.8	(3.4)	61.2	(3.7)	58.4	(2.6)	61.9	(3.2)	59.2	(4.0)
Saskatchewan	76.1	(2.7)	75.5	(2.9)	65.9	(2.8)	47.9	(3.2)	52.1	(3.1)
Alberta	83.0	(2.2)	82.5	(2.4)	77.9	(2.5)	64.7	(3.0)	70.6	(3.0)
British Columbia	74.9	(2.6)	76.1	(2.9)	69.6	(3.0)	56.9	(3.0)	60.7	(2.9)
Yukon	76.2	(3.7)	71.3	(2.6)	61.5	(2.1)	65.4	(5.2)	52.5	(7.0)
Northwest Territories	40.6	(5.0)	52.2	(2.3)	48.7	(2.3)	31.4	(4.2)	40.5	(4.2)
Nunavut	...	...	17.5	(2.5)	...	...	...	...	8.0	(2.9)

Table C.4.6

Percentage of 13-year-old students at performance level 2 or above in SAIP assessments, Canada and jurisdictions (concluded)

	Mathematics (problem solving)				Writing	
	1997		2001		2002	
	%	Confidence interval	%	Confidence interval	%	Confidence interval
Canada	**52.2**	**(0.9)**	**67.6**	**(0.9)**	**83.5**	**(0.7)**
Canada (English)	..	..	..	..	**82.4**	**(0.8)**
Canada (French)	..	..	..	..	**87.3**	**(1.2)**
Newfoundland and Labrador	43.6	(3.3)	58.2	(3.9)	74.8	(3.0)
Prince Edward Island	49.3	(3.2)	51.8	(4.2)	77.9	(2.7)
Nova Scotia (English)	46.0	(3.3)	50.9	(3.4)	75.6	(2.7)
Nova Scotia (French)	48.1	(0.0)	57.8	(10.6)	72.8	(2.7)
New Brunswick (English)	47.2	(3.3)	57.9	(3.3)	77.6	(2.6)
New Brunswick (French)	53.2	(3.1)	65.5	(3.6)	78.5	(2.5)
Quebec (English)	57.9	(3.4)	69.2	(3.3)	79.0	(2.7)
Quebec (French)	66.8	(3.0)	71.0	(3.6)	88.4	(2.2)
Ontario (English)	45.4	(3.1)	68.7	(3.3)	85.3	(2.4)
Ontario (French)	43.0	(3.0)	68.8	(4.5)	79.5	(2.9)
Manitoba (English)	45.2	(3.3)	60.4	(3.0)	83.0	(2.3)
Manitoba (French)	52.1	(3.3)	71.1	(4.0)	75.0	(2.0)
Saskatchewan	51.2	(3.2)	60.8	(3.2)	75.4	(2.8)
Alberta	57.8	(3.1)	76.5	(2.9)	82.6	(2.7)
British Columbia	47.8	(3.1)	63.3	(2.9)	80.8	(2.7)
Yukon	40.7	(5.2)	63.7	(7.8)	67.6	(2.4)
Northwest Territories	27.5	(4.1)	32.9	(5.1)	57.7	(2.4)
Nunavut	...	...	2.3	(2.3)	...	...

Notes: This table shows the cumulative percentages of students at or above level 2. The confidence interval represents the range within which the score for the population is likely to fall, with 95% probability. Approximate confidence interval = percentage +/- (1.96 x standard error). Results are weighted so as to correctly represent each population.

For the writing assessment, caution is advised when comparing achievement results based on assessment instruments prepared in different languages, despite the extensive efforts to ensure equivalence for the sake of equity and fairness for all students. Every language has unique features that are not readily equivalent and render comparisons between languages inherently difficult.

The 2002 SAIP writing assessment is the third in a series of writing assessments. Other writing assessments were administered in 1994 and 1998, but their results cannot be compared with those from 2002.

Results for only the written portion of the science assessment are shown in this table. The practical tasks component is not reported on because it was not assessed in 2004 (though it was assessed in 1996 and 1999).

Nunavut did not participate in the 2004 science assessment or the 2002 writing assessment.

While SAIP mathematics assessments were conducted in 1993, 1997, and 2001, only those conducted in 1997 and 2001 are comparable because of significant changes in scoring methods and assessment design since 1993.

Nova Scotia (French) has no confidence interval in 1996, 1997, and 2004, because all students in that population were tested.

Sources: CMEC. 2005. School Achievement Indicators Program (SAIP). Science III 2004. CMEC. 2003. School Achievement Indicators Program (SAIP). Writing III 2002. CMEC. 2002. School Achievement Indicators Program (SAIP). Mathematics III 2001.

Table C.4.7

Percentage of 16-year-old students at performance level 3 or above in SAIP assessments, Canada and jurisdictions

	Science (written)						Mathematics (content)			
	1996		1999		2004		1997		2001	
	%	Confidence interval	%	Confidence interval	%	Confidence interval	%	Confidence interval	%	Confidence interval
Canada	**69.0**	**(0.8)**	**76.1**	**(0.8)**	**64.0**	**(0.9)**	**59.8**	**(0.9)**	**49.7**	**(1.0)**
Canada (English)	..	..	..	..	**64.0**	**(1.0)**	..	..	..	..
Canada (French)	..	..	..	..	**63.9**	**(2.0)**	..	..	..	..
Newfoundland and Labrador	64.4	(3.2)	72.7	(2.8)	62.3	(3.1)	43.0	(3.4)	36	(3.7)
Prince Edward Island	68.6	(3.3)	81.3	(3.1)	58.0	(3.1)	48.5	(3.6)	43.2	(4.1)
Nova Scotia (English)	68.5	(3.4)	74.6	(2.4)	59.7	(3.3)	57.3	(3.5)	43.2	(3.5)
Nova Scotia (French)	80.3	(0.0)	73.8	(7.6)	58.5	(3.1)	76.1	(0.0)	55.7	(9.5)
New Brunswick (English)	69.8	(3.1)	72.6	(3.3)	57.6	(3.1)	47.3	(3.5)	42.9	(3.4)
New Brunswick (French)	58.0	(3.1)	69.4	(3.1)	57.2	(3.1)	63.4	(3.2)	50.6	(3.6)
Quebec (English)	65.6	(3.0)	76.7	(2.7)	57.7	(3.4)	74.3	(3.2)	...	...
Quebec (French)	73.4	(2.6)	80.5	(2.4)	65.8	(3.1)	81.0	(2.7)	...	...
Ontario (English)	64.9	(3.0)	72.2	(3.4)	64.0	(3.6)	52.0	(3.2)	50.6	(3.7)
Ontario (French)	51.4	(3.3)	60.1	(4.0)	48.2	(3.5)	49.2	(3.3)	41.7	(4.1)
Manitoba (English)	67.8	(3.0)	79.8	(2.6)	59.3	(3.3)	53.4	(3.5)	48.9	(3.3)
Manitoba (French)	67.8	(4.4)	76.2	(3.3)	58.2	(4.3)	61.2	(5.5)	63.2	(4.8)
Saskatchewan	71.0	(3.1)	77.4	(2.9)	59.3	(3.1)	50.0	(3.3)	42.4	(3.2)
Alberta	78.6	(2.4)	85.8	(2.3)	72.4	(2.8)	61.4	(3.2)	60.5	(3.9)
British Columbia	69.2	(2.9)	75.8	(3.2)	63.6	(3.1)	54.6	(3.2)	46.4	(3.3)
Yukon	73.9	(6.3)	74.0	(3.4)	60.7	(3.2)	59.2	(7.7)	44.5	(7.6)
Northwest Territories	44.4	(7.1)	67.8	(3.7)	49.1	(3.2)	37.8	(5.8)	35.9	(5.8)
Nunavut	...	...	23.8	(6.2)	...	...	...	...	11.8	(5.1)

Table C.4.7

Percentage of 16-year-old students at performance level 3 or above in SAIP assessments, Canada and jurisdictions (concluded)

	Mathematics (problem solving)				Writing	
	1997		2001		2002	
	%	Confidence interval	%	Confidence interval	%	Confidence interval
Canada	**39.8**	**(0.9)**	**47.1**	**(1.1)**	**60.6**	**(0.9)**
Canada (English)	..	..	..	..	**57.7**	**(1.1)**
Canada (French)	..	..	..	..	**71.7**	**(1.9)**
Newfoundland and Labrador	30.8	(3.2)	37.4	(3.9)	58.2	(3.7)
Prince Edward Island	27.5	(3.2)	39.2	(4.1)	51.8	(3.5)
Nova Scotia (English)	36.8	(3.5)	40.3	(3.4)	52.8	(3.5)
Nova Scotia (French)	44.2	(0.0)	49.2	(12.5)	42.8	(4.1)
New Brunswick (English)	33.6	(3.3)	41.8	(3.5)	58.4	(3.2)
New Brunswick (French)	37.1	(3.2)	53.2	(4.0)	56.4	(3.3)
Quebec (English)	46.5	(3.6)	...	...	66.6	(3.5)
Quebec (French)	57.0	(3.4)	...	...	74.5	(3.0)
Ontario (English)	33.0	(3.0)	46.5	(3.9)	57.5	(3.6)
Ontario (French)	27.8	(3.0)	38.9	(4.5)	44.8	(4.2)
Manitoba (English)	40.2	(3.5)	47.6	(3.4)	60.0	(3.3)
Manitoba (French)	45.3	(5.5)	59.2	(5.2)	42.3	(3.5)
Saskatchewan	38.6	(3.3)	45.3	(3.4)	57.1	(3.1)
Alberta	44.8	(3.3)	59.0	(4.1)	59.2	(3.7)
British Columbia	31.2	(3.0)	45.1	(3.4)	57.0	(3.7)
Yukon	30.8	(6.9)	31.5	(8.1)	50.8	(3.7)
Northwest Territories	18.5	(4.8)	20.0	(6.9)	43.0	(3.8)
Nunavut	...	...	5.2	(5.7)	...	...

Notes: This table shows the cumulative percentages of students at or above level 3. The confidence interval represents the range within which the score for the population is likely to fall, with 95% probability. Approximate confidence interval = average score +/- (1.96 x standard error). Results are weighted so as to correctly represent each population.

For the writing assessment, caution is advised when comparing achievement results based on assessment instruments prepared in different languages, despite the extensive efforts to ensure equivalence for the sake of equity and fairness for all students. Every language has unique features that are not readily equivalent and render comparisons between languages inherently difficult.

The 2002 SAIP writing assessment is the third in a series of writing assessments. Other writing assessments were administered in 1994 and 1998, but their results cannot be compared with those from 2002.

Results for only the written portion of the science assessment are shown in this table. The practical tasks component is not reported on because it was not assessed in 2004 (though it was assessed in 1996 and 1999).

Nunavut did not participate in the 2004 science assessment or the 2002 writing assessment.

While SAIP mathematics assessments were conducted in 1993, 1997, and 2001, only those conducted in 1997 and 2001 are comparable because of significant changes in scoring methods and assessment design since 1993.

Quebec 16-year-olds did not participate in the 2001 mathematics assessment.

Nova Scotia (French) has no confidence interval in 1996 and 1997 because all students in that population were tested.

Sources: CMEC. 2005. School Achievement Indicators Program (SAIP). Science III 2004. CMEC. 2003. School Achievement Indicators Program (SAIP). Writing III 2002. CMEC. 2002. School Achievement Indicators Program (SAIP). Mathematics III 2001.

Table C.5.1

Number of students per computer,[1] proportion of home computers connected to the Internet, 15-year-old students, Canada, other countries and provinces, 2003

	Students per computer[1]		Home computers connected to the Internet	
	number	Standard error	percentage	Standard error
Canada	**6**	**(0.13)**	**89**	**(0.29)**
Australia	4	(0.11)	85	(0.55)
Belgium	11	(0.42)	75	(0.80)
Finland	7	(0.32)	77	(0.77)
France	...	...	56	(1.30)
Germany	17	(0.54)	73	(0.83)
Italy	12	(0.55)	62	(0.97)
Japan	8	(0.30)	60	(1.11)
Mexico	23	(1.46)	18	(1.61)
Sweden	8	(0.24)	90	(0.55)
Switzerland	10	(0.81)	79	(0.91)
United Kingdom	5	(0.15)	81	(0.64)
United States	9	(4.90)	82	(0.88)
OECD countries (mean)	**15**	**(1.57)**	**64**	**(0.39)**
Russian Federation	14	(0.98)	86	0.98
Newfoundland and Labrador	5	(0.08)	80	(1.05)
Prince Edward Island	6	(0.02)	84	(0.81)
Nova Scotia	5	(0.07)	87	(0.77)
New Brunswick	6	(0.01)	81	(0.61)
Quebec	8	(0.43)	84	(0.88)
Ontario	5	(0.18)	92	(0.66)
Manitoba	4	(0.12)	84	(1.26)
Saskatchewan	5	(0.16)	85	(0.87)
Alberta	5	(0.28)	88	(0.67)
British Columbia	6	(0.24)	91	(0.59)

1. Total number of students enrolled in the school divided by the total number of computers for the school in which 15-year-olds are enrolled.

Note: Some data previouly presented in Indicator C5 of PCEIP 2003 using PISA 2000 are not available from PISA 2003.

Sources: OECD PISA database, 2003.
PISA Canada database, 2003.

Tables C5

Table C.5.2

Percentage of 15-year-old students who reported availability of computers at home and at school,[1] Canada, other countries and provinces, 2003

	Computer available at home				Computer available at school			
	Yes		No		Yes		No	
	%	Standard error	%	Standard error	%	Standard error	%	Standard error
Canada	**95**	**(0.24)**	**5**	**(0.24)**	**99**	**(0.13)**	**1**	**(0.13)**
Australia	97	(0.23)	3	(0.23)	100	(0.07)	0	(0.07)
Belgium	94	(0.34)	6	(0.34)	91	(0.78)	9	(0.78)
Finland	91	(0.46)	9	(0.46)	97	(0.73)	3	(0.73)
Germany	96	(0.37)	4	(0.37)	93	(0.56)	7	(0.56)
Mexico	51	(1.88)	49	(1.88)	83	(1.64)	17	(1.64)
Sweden	98	(0.24)	2	(0.24)	97	(0.56)	3	(0.56)
Switzerland	97	(0.30)	3	(0.30)	94	(0.73)	6	(0.73)
United States	90	(0.69)	10	(0.69)	97	(0.38)	3	(0.38)
OECD countries (mean)	**83**	**(0.33)**	**17**	**(0.33)**	**91**	**(0.36)**	**9**	**(0.36)**
Russian Federation	37	(2.00)	63	(2.00)	76	(1.70)	24	(1.70)
Newfoundland and Labrador	90	(0.71)	10	(0.71)	99	(0.27)	1	(0.27)
Prince Edward Island	93	(0.58)	7	(0.58)	99	(0.24)	1	(0.24)
Nova Scotia	94	(0.50)	6	(0.50)	99	(0.24)	1	(0.24)
New Brunswick	90	(0.53)	10	(0.53)	98	(0.30)	2	(0.30)
Quebec	93	(0.66)	7	(0.66)	97	(0.47)	3	(0.47)
Ontario	97	(0.41)	3	(0.41)	99	(0.14)	1	(0.14)
Manitoba	94	(0.73)	6	(0.73)	100	(0.17)	0	(0.17)
Saskatchewan	94	(0.64)	6	(0.64)	100	(0.12)	0	(0.12)
Alberta	96	(0.66)	4	(0.66)	100	(0.20)	0	(0.20)
British Columbia	96	(0.44)	4	(0.44)	99	(0.21)	1	(0.21)

1. Totals might not add to 100 due to rounding.

Note: Some data previouly presented in Indicator C5 of PCEIP 2003 using PISA 2000 are not available from PISA 2003.

Sources: OECD PISA database, 2003.
PISA Canada database, 2003.

Table C.5.3

Percentage of 15-year-old students who reported using computers at home and at school,[1] by frequency of use,[2] Canada, other countries and provinces, 2003

	Computer use at home					
	Frequent		Infrequent		Never	
	%	Standard error	%	Standard error	%	Standard error
Canada	**90**	**(0.29)**	**6**	**(0.27)**	**5**	**(0.21)**
Australia	87	(0.47)	9	(0.35)	4	(0.23)
Belgium	84	(0.53)	10	(0.41)	6	(0.34)
Finland	78	(0.57)	14	(0.50)	8	(0.41)
Germany	82	(0.63)	14	(0.54)	4	(0.36)
Mexico	48	(1.77)	7	(0.51)	44	(1.89)
Sweden	89	(0.52)	8	(0.44)	3	(0.29)
Switzerland	81	(0.64)	15	(0.58)	3	(0.36)
United States	83	(0.71)	9	(0.52)	8	(0.52)
OECD countries (mean)	**72**	**(0.37)**	**13**	**(0.22)**	**15**	**(0.31)**
Russian Federation	43	(1.98)	3	(0.26)	54	(2.04)
Newfoundland and Labrador	85	(0.91)	5	(0.52)	10	(0.73)
Prince Edward Island	88	(0.86)	6	(0.61)	7	(0.57)
Nova Scotia	89	(0.66)	5	(0.48)	6	(0.51)
New Brunswick	83	(0.69)	7	(0.48)	10	(0.57)
Quebec	85	(0.58)	8	(0.67)	7	(0.50)
Ontario	93	(0.67)	4	(0.46)	3	(0.42)
Manitoba	87	(1.04)	7	(0.69)	6	(0.68)
Saskatchewan	87	(0.87)	7	(0.58)	6	(0.62)
Alberta	89	(0.76)	6	(0.68)	4	(0.68)
British Columbia	91	(0.64)	6	(0.52)	4	(0.41)

	Computer use at school					
	Frequent		Infrequent		Never	
	%	Standard error	%	Standard error	%	Standard error
Canada	**40**	**(0.89)**	**52**	**(0.79)**	**8**	**(0.43)**
Australia	59	(1.01)	38	(0.90)	3	(0.26)
Belgium	27	(0.94)	53	(1.02)	20	(1.04)
Finland	36	(1.45)	59	(1.30)	5	(0.81)
Germany	23	(1.21)	55	(1.38)	21	(1.20)
Mexico	54	(1.85)	26	(1.22)	20	(1.62)
Sweden	48	(1.55)	45	(1.20)	6	(0.76)
Switzerland	30	(1.40)	57	(1.24)	13	(0.89)
United States	43	(1.38)	49	(1.17)	8	(0.68)
OECD countries (mean)	**41**	**(0.61)**	**44**	**(0.56)**	**15**	**(0.51)**
Russian Federation	43	(2.12)	42	(1.39)	15	(1.55)
Newfoundland and Labrador	51	(1.40)	45	(1.36)	5	(0.62)
Prince Edward Island	47	(1.36)	48	(1.35)	6	(0.66)
Nova Scotia	39	(1.06)	54	(1.11)	8	(0.58)
New Brunswick	26	(0.67)	59	(0.80)	15	(0.63)
Quebec	26	(1.65)	57	(1.47)	17	(1.55)
Ontario	44	(2.01)	52	(1.89)	3	(0.43)
Manitoba	58	(1.32)	39	(1.19)	3	(0.53)
Saskatchewan	56	(1.24)	41	(1.15)	3	(0.36)
Alberta	49	(2.84)	47	(2.76)	4	(0.90)
British Columbia	38	(2.07)	54	(1.60)	8	(0.90)

1. Totals might not add to 100 due to rounding.
2. Frequent: Use computer most every day or a few times each week.
   Infrequent: Use computer between once a week and once a month or less than once a month.
   Never: Computer never used.

Sources: OECD PISA database, 2003.
PISA Canada database, 2003.

Table C.5.4

Percentage of 15-year-old students who reported using computers to help them learn school material,[1] by frequency of use, Canada, other countries and provinces, 2003

	Almost every day	A few times each week	Between once a week and once a month	Less than once a month	Never
			percentage		
Canada	**9**	**20**	**24**	**20**	**28**
Australia	7	25	26	21	22
Belgium	6	18	21	19	36
Czech Republic	6	20	25	21	28
Finland	3	15	38	31	13
Germany	7	20	24	22	27
Mexico	13	31	19	13	23
New Zealand	8	22	25	22	23
Sweden	5	18	25	22	29
Switzerland	5	15	20	23	37
United States	12	23	24	19	21
OECD countries (mean)	**9**	**21**	**21**	**18**	**30**
Russian Federation	12	27	25	17	18
Newfoundland and Labrador	9	27	27	16	22
Prince Edward Island	9	19	22	23	27
Nova Scotia	8	21	24	22	24
New Brunswick	7	15	20	22	36
Quebec	5	10	18	22	45
Ontario	12	21	25	18	23
Manitoba	8	19	26	23	24
Saskatchewan	9	22	25	21	24
Alberta	9	24	25	21	21
British Columbia	9	26	26	18	21

1. Totals might not add to 100 due to rounding.

Sources: OECD PISA database, 2003.
PISA Canada database, 2003.

Table C.5.5

Percentage of 15-year-old students who reported use of computers at home and at school,[1] by frequency of use[2] and sex, Canada, other countries and provinces, 2003

Countries and provinces	Computer use at home											
	Frequent				Infrequent				Never			
	Female		Male		Female		Male		Female		Male	
	%	Standard error	%	Standard error	%	Standard error	%	Standard error	%	Standard error	%	Standard error
Canada	**88**	**(0.48)**	**91**	**(0.39)**	**7**	**(0.42)**	**5**	**(0.32)**	**5**	**(0.29)**	**4**	**(0.26)**
Australia	86	(0.63)	89	(0.56)	10	(0.52)	8	(0.54)	4	(0.39)	4	(0.42)
Belgium	81	(0.85)	86	(0.65)	12	(0.61)	8	(0.54)	7	(0.56)	6	(0.44)
Finland	69	(0.94)	86	(0.63)	20	(0.93)	8	(0.49)	10	(0.61)	6	(0.44)
Germany	75	(1.00)	90	(0.69)	21	(0.91)	6	(0.55)	5	(0.48)	4	(0.41)
Mexico	47	(2.02)	50	(1.99)	8	(0.57)	7	(0.80)	46	(2.08)	43	(2.05)
Sweden	84	(0.83)	94	(0.54)	12	(0.73)	4	(0.44)	4	(0.46)	2	(0.27)
Switzerland	75	(0.87)	87	(0.79)	21	(0.83)	10	(0.64)	4	(0.47)	3	(0.51)
United States	82	(0.93)	84	(0.83)	9	(0.74)	9	(0.59)	9	(0.67)	7	(0.67)
OECD countries (mean)	**68**	**(0.53)**	**75.1**	**(0.45)**	**16**	**(0.36)**	**11**	**(0.33)**	**16**	**(0.37)**	**14**	**(0.36)**
Russian Federation	35	(1.97)	50	(2.42)	4	(0.36)	3	(0.34)	61	(2.04)	47	(2.46)
Newfoundland and Labrador	85	(1.17)	86	(1.33)	4	(0.65)	5	(0.75)	11	(1.00)	9	(1.01)
Prince Edward Island	88	(1.26)	87	(1.28)	6	(0.88)	6	(0.88)	6	(0.86)	7	(0.86)
Nova Scotia	88	(1.00)	89	(0.96)	5	(0.64)	5	(0.82)	7	(0.85)	6	(0.64)
New Brunswick	82	(0.93)	84	(0.98)	8	(0.66)	6	(0.57)	10	(0.68)	10	(0.85)
Quebec	81	(1.08)	89	(0.95)	11	(1.08)	5	(0.72)	8	(0.70)	6	(0.78)
Ontario	92	(1.00)	94	(0.66)	5	(0.76)	3	(0.47)	3	(0.54)	3	(0.49)
Manitoba	87	(1.09)	88	(1.56)	7	(0.91)	6	(0.87)	6	(0.84)	6	(1.04)
Saskatchewan	87	(1.14)	87	(1.32)	7	(0.76)	7	(0.95)	6	(0.70)	6	(0.87)
Alberta	88	(1.49)	91	(1.06)	6	(1.03)	6	(0.93)	5	(1.09)	3	(0.71)
British Columbia	89	(0.90)	92	(0.76)	6	(0.76)	5	(0.60)	4	(0.57)	3	(0.50)

Countries and provinces	Computer use at school											
	Frequent				Infrequent				Never			
	Female		Male		Female		Male		Female		Male	
	%	Standard error	%	Standard error	%	Standard error	%	Standard error	%	Standard error	%	Standard error
Canada	**35**	**(1.00)**	**47**	**(1.11)**	**57**	**(0.95)**	**46**	**(1.02)**	**8**	**(0.51)**	**7**	**(0.48)**
Australia	55	(1.37)	63	(1.19)	42	(1.24)	34	(1.06)	3	(0.35)	3	(0.30)
Belgium	26	(1.30)	27	(1.07)	54	(1.37)	53	(1.27)	20	(1.40)	20	(1.22)
Finland	25	(1.42)	47	(1.91)	68	(1.40)	50	(1.80)	7	(1.10)	2	(0.62)
Germany	21	(1.47)	25	(1.56)	55	(1.83)	55	(1.60)	23	(1.47)	19	(1.40)
Mexico	53	(2.31)	56	(1.92)	27	(1.43)	24	(1.41)	21	(1.75)	20	(1.80)
Sweden	41	(1.66)	56	(1.88)	52	(1.37)	39	(1.60)	7	(0.70)	6	(1.01)
Switzerland	26	(1.54)	33	(2.00)	59	(1.68)	56	(1.86)	15	(1.14)	11	(0.96)
United States	39	(1.58)	46	(1.58)	52	(1.45)	46	(1.42)	8	(0.96)	7	(0.68)
OECD countries (mean)	**39**	**(0.68)**	**42**	**(0.71)**	**46**	**(0.69)**	**43**	**(0.62)**	**15**	**(0.59)**	**15**	**(0.55)**
Russian Federation	42	(2.48)	44	(2.02)	45	(1.81)	39	(1.24)	13	(1.90)	17	(1.63)
Newfoundland and Labrador	47	(1.66)	56	(2.00)	49	(1.69)	40	(2.09)	5	(0.90)	4	(0.80)
Prince Edward Island	46	(1.78)	48	(1.82)	50	(1.86)	45	(1.74)	5	(0.78)	7	(0.98)
Nova Scotia	33	(1.33)	44	(1.60)	59	(1.36)	49	(1.75)	8	(0.79)	7	(0.97)
New Brunswick	23	(1.04)	30	(1.10)	62	(1.29)	56	(1.26)	15	(0.82)	14	(1.06)
Quebec	20	(2.04)	32	(1.77)	62	(2.12)	52	(1.55)	18	(2.01)	16	(1.49)
Ontario	38	(2.09)	52	(2.51)	58	(2.02)	45	(2.37)	4	(0.51)	3	(0.66)
Manitoba	54	(1.94)	62	(1.68)	43	(1.81)	35	(1.74)	4	(0.69)	3	(0.63)
Saskatchewan	51	(1.85)	62	(1.98)	46	(1.84)	35	(1.91)	3	(0.58)	2	(0.49)
Alberta	44	(3.11)	54	(3.20)	52	(2.70)	42	(3.52)	4	(1.16)	4	(1.05)
British Columbia	32	(2.26)	45	(2.45)	60	(1.95)	48	(1.83)	8	(1.12)	8	(1.03)

1. Totals might not add to 100 due to rounding.
2. Frequent: Use computer most every day or a few times each week.
   Infrequent: Use computer between once a week and once a month or less than once a month.
   Never: Computer never used.

Sources: OECD PISA database, 2003.
PISA Canada database, 2003.

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Table D.1.1

Number of registered apprentices, Canada and jurisdictions, 1994 and 2004

	1994	2004
	number	
Canada	**163,750**	**267,770**
Newfoundland and Labrador[1]	2,045	10,180
Prince Edward Island	385	715
Nova Scotia	4,205	5,535
New Brunswick	5,040	4,385
Quebec	35,965	60,225
Ontario	59,630	92,890
Manitoba	3,010	6,340
Saskatchewan	4,410	6,765
Alberta	28,555	54,165
British Columbia	19,770	25,720
Yukon	190	325
Northwest Territories[2]	545	395
Nunavut[2]	...	130

1. Beginning in 1997, Newfoundland and Labrador expanded its definition of registered apprentices to include students in pre-apprenticeship programs in community colleges and similar institutions.
2. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000.

Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded.

Source: Registered Apprenticeship Information System, Statistics Canada.

Table D.1.2

Number of registered apprentices, by sex and major trade group, Canada, 1994 and 2004

	1994				2004			
	Male	Female	**Both sexes**	Percentage female	Male	Female	**Both sexes**	Percentage female
	number			percentage	number			percentage
Total, major trade groups	**153,270**	**10,480**	**163,750**	**6**	**241,995**	**25,775**	**267,770**	**9**
Building construction	35,785	895	**36,680**	2	58,965	1,645	**60,610**	3
Electrical, electronics and related	29,685	510	**30,195**	2	44,315	1,110	**45,425**	2
Food and service	6,475	7,390	**13,865**	53	9,935	16,300	**26,235**	62
Industrial and related mechanical	13,070	165	**13,235**	1	19,535	355	**19,890**	2
Metal fabricating	32,500	375	**32,875**	1	53,560	1,095	**54,655**	2
Motor vehicle and heavy equipment	33,570	645	**34,215**	2	51,680	1,155	**52,835**	2
Other[1]	2,185	500	**2,685**	19	4,005	4,115	**8,120**	51

1. Consists of miscellaneous trades and occupations not classified elsewhere.

Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded. Similarly, percentage distributions, which are calculated on rounded data, may not necessarily add up to 100%.

Source: Registered Apprenticeship Information System, Statistics Canada.

Table D.1.3

Number and percentage distribution of registered apprentices, by age group, Canada, 1994 and 2004

	1994		2004	
	number	percentage	number	percentage
Under 20	3,865	2	17,845	7
20 to 24	39,945	24	72,135	27
25 to 29	43,810	27	61,880	23
30 to 34	31,575	19	39,655	15
35 to 39	17,920	11	28,035	10
40 to 44	9,155	6	21,870	8
45 and over	7,615	5	23,615	9
Not reported	9,865	6	2,735	1
Total	**163,750**	**100**	**267,770**	**100**

Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded. Similarly, percentage distributions, which are calculated on rounded data, may not necessarily add up to 100%.

Source: Registered Apprenticeship Information System, Statistics Canada.

Table D.1.4

Public college and institute full-time enrolment (headcount), by sex, Canada and jurisdictions, 2003/2004 and 2004/2005

	Male		Female				Both sexes	
	2003/2004	2004/2005	2003/2004		2004/2005		2003/2004	2004/2005
	number		number	percentage	number	percentage	number	
Canada	.. [1]	.. [1]	.. [1]	..	.. [1]	..	**511,483**	**514,266**
Newfoundland and Labrador[2]	5,870 e	5,100 e	3,416 e	37 e	3,316 e	39 e	**9,286**	**8,416**
Prince Edward Island[2, 4]	1,202	1,082	904	43	807	43	**2,106**	**1,889**
Nova Scotia	4,293	4,407	4,435	51	4,603	51	**8,728**	**9,010**
New Brunswick	2,596	2,812	2,120	45	2,302	45	**4,716**	**5,114**
Quebec[3]	71,963	70,983	97,385	58	97,702	58	**169,348**	**168,685**
Ontario	67,331 e	68,403 e	79,726 e	54 e	80,900 e	54 e	**147,057**	**149,303**
Manitoba[4,5]	7,269	7,110	5,529	43	5,351	43	**12,798**	**12,461**
Saskatchewan	..	..	..	..	..	..	**9,176 e**	**9,281 e**
Alberta[4]	39,413	39,433	29,426	43	30,773	44	**68,839**	**70,206**
British Columbia[4]	39,015	39,095	38,686	50	39,008	50	**77,701**	**78,103**
Yukon	270 e	253 e	406 e	60 e	470 e	65 e	**676**	**723**
Northwest Territories	180	198	305	63	344	63	**485**	**542**
Nunavut	130	240	437	77	293	55	**567**	**533**

1. These numbers are not available for Canada because the full-time counts for Saskatchewan are not available and cannot be estimated.
2. Full-time/Part-time status was estimated for a small number of enrolments.
3. Data are for the fall period.
4. For a small number of enrolments, the sex is not known; therefore, the male/female split was estimated.
5. The reporting period is July 1 to June 30. Enrolment figures may include small numbers of students in adult upgrading, English as a second language, or other special training programs.

Notes: Includes enrolment for publicly funded colleges and institutes only. Data are based on aggregate collection at the jurisdictional level. Except for Quebec and Manitoba, the reporting period is September 1 to August 31.

Sources: Survey of Colleges and Institutes, Statistics Canada.
Postsecondary Student Information System, Statistics Canada.
Community College Student Information System, Statistics Canada.
Trade/Vocational Enrolment Survey, Statistics Canada.

Table D.1.5

University enrolment, by sex and registration status, Canada and provinces, 1994/1995, 1999/2000 and 2004/2005

	Male			Female			Both sexes[1]		
	1994/1995	1999/2000	2004/2005	1994/1995	1999/2000	2004/2005	1994/1995	1999/2000	2004/2005
	number			number			number		
Full-time students									
Total[2]									
Canada	**270,069**	**262,647**	**327,729**	**305,643**	**330,075**	**429,165**	**575,712**	**592,722**	**756,894**
Newfoundland and Labrador	5,871	5,580	5,784	7,272	7,902	9,039	**13,143**	**13,482**	**14,823**
Prince Edward Island	1,038	963	1,236	1,503	1,650	2,151	**2,541**	**2,613**	**3,387**
Nova Scotia	13,485	12,501	15,147	16,437	17,478	20,397	**29,922**	**29,979**	**35,544**
New Brunswick	9,162	7,914	8,580	10,389	10,317	11,784	**19,551**	**18,231**	**20,364**
Quebec	62,643	60,210	72,420	72,960	77,532	92,454	**135,603**	**137,742**	**164,874**
Ontario	109,551	106,851	143,910	120,753	130,374	189,312	**230,304**	**237,225**	**333,222**
Manitoba	11,043	9,231	12,258	11,919	11,634	16,764	**22,962**	**20,865**	**29,022**
Saskatchewan	10,926	10,662	10,632	12,258	13,278	14,184	**23,184**	**23,940**	**24,816**
Alberta	23,607	25,026	29,340	27,198	30,504	36,375	**50,805**	**55,530**	**65,715**
British Columbia	22,737	23,709	28,425	24,957	29,409	36,705	**47,694**	**53,118**	**65,130**
Undergraduate									
Canada	**219,744**	**213,615**	**265,623**	**263,268**	**281,454**	**366,309**	**483,012**	**495,069**	**631,932**
Newfoundland and Labrador	2,961	3,978	4,029	3,606	5,412	6,216	**6,567**	**9,390**	**10,245**
Prince Edward Island	1,020	933	1,191	1,467	1,590	2,082	**2,487**	**2,523**	**3,273**
Nova Scotia	11,706	10,728	13,095	14,694	15,492	18,333	**26,400**	**26,220**	**31,428**
New Brunswick	8,277	7,170	7,623	9,648	9,408	10,782	**17,925**	**16,578**	**18,405**
Quebec	48,615	45,249	52,431	61,059	62,589	72,798	**109,674**	**107,838**	**125,229**
Ontario	91,971	89,409	122,253	107,274	114,579	168,480	**199,245**	**203,988**	**290,733**
Manitoba	9,183	7,716	10,512	10,488	10,272	14,925	**19,671**	**17,988**	**25,437**
Saskatchewan	9,138	8,739	8,949	10,854	11,568	12,621	**19,992**	**20,307**	**21,570**
Alberta	19,821	21,138	23,412	23,940	26,802	30,552	**43,761**	**47,940**	**53,964**
British Columbia	17,052	18,558	22,128	20,229	23,742	29,520	**37,281**	**42,300**	**51,648**
Graduate									
Canada	**41,739**	**41,079**	**53,409**	**32,961**	**39,162**	**52,179**	**74,700**	**80,241**	**105,588**
Newfoundland and Labrador	522	534	663	411	540	732	**933**	**1,074**	**1,395**
Prince Edward Island	12	18	27	15	36	48	**27**	**54**	**75**
Nova Scotia	1,278	1,155	1,698	1,092	1,218	1,599	**2,370**	**2,373**	**3,297**
New Brunswick	630	534	735	465	501	648	**1,095**	**1,035**	**1,383**
Quebec	12,231	12,834	17,361	10,164	12,825	17,106	**22,395**	**25,659**	**34,467**
Ontario	15,561	15,498	19,650	11,919	13,935	18,609	**27,480**	**29,433**	**38,259**
Manitoba	1,545	1,221	1,371	1,092	1,047	1,365	**2,637**	**2,268**	**2,736**
Saskatchewan	1,158	1,068	1,143	696	858	1,062	**1,854**	**1,926**	**2,205**
Alberta	3,336	3,309	5,052	2,715	3,081	4,512	**6,051**	**6,390**	**9,564**
British Columbia	5,460	4,905	5,706	4,392	5,127	6,498	**9,852**	**10,032**	**12,204**
Part-time students									
Total[2]									
Canada	**110,301**	**101,202**	**101,280**	**172,959**	**153,477**	**156,081**	**283,260**	**254,679**	**257,361**
Newfoundland and Labrador	1,638	1,119	1,323	2,388	1,656	1,839	**4,026**	**2,775**	**3,162**
Prince Edward Island	225	162	204	363	324	381	**588**	**486**	**585**
Nova Scotia	2,610	2,820	2,670	4,713	4,779	5,211	**7,323**	**7,599**	**7,881**
New Brunswick	1,788	1,464	1,644	3,447	2,631	2,886	**5,235**	**4,095**	**4,530**
Quebec	44,559	39,558	38,223	68,262	60,555	60,306	**112,821**	**100,113**	**98,529**
Ontario	36,396	30,723	33,054	57,684	44,370	47,136	**94,080**	**75,093**	**80,190**
Manitoba	5,358	3,840	3,876	7,449	5,988	6,384	**12,807**	**9,828**	**10,260**
Saskatchewan	2,952	2,796	2,964	5,115	4,719	5,055	**8,067**	**7,515**	**8,019**
Alberta	6,156	10,008	8,250	10,476	16,008	14,079	**16,632**	**26,016**	**22,329**
British Columbia	8,622	8,712	9,072	13,065	12,447	12,801	**21,687**	**21,159**	**21,873**

Table D.1.5

University enrolment, by sex and registration status, Canada and provinces, 1994/1995, 1999/2000 and 2004/2005 (concluded)

	Male			Female			Both sexes[1]		
	1994/1995	1999/2000	2004/2005	1994/1995	1999/2000	2004/2005	1994/1995	1999/2000	2004/2005
	number			number			number		
Undergraduate									
Canada	**64,977**	**60,342**	**59,754**	**110,295**	**94,929**	**93,972**	**175,272**	**155,271**	**153,726**
Newfoundland and Labrador	609	555	567	630	816	804	**1,239**	**1,371**	**1,371**
Prince Edward Island	210	123	153	324	234	261	**534**	**357**	**414**
Nova Scotia	1,188	1,506	1,371	2,196	2,307	2,574	**3,384**	**3,813**	**3,945**
New Brunswick	615	921	918	1,461	1,566	1,380	**2,076**	**2,487**	**2,298**
Quebec	26,877	23,373	22,332	46,590	38,775	38,991	**73,467**	**62,148**	**61,323**
Ontario	21,189	18,858	20,106	36,942	28,104	28,188	**58,131**	**46,962**	**48,294**
Manitoba	4,137	2,922	2,925	5,694	4,446	4,521	**9,831**	**7,368**	**7,446**
Saskatchewan	1,320	1,371	1,719	2,562	2,544	3,120	**3,882**	**3,915**	**4,839**
Alberta	2,229	3,579	2,322	4,137	5,949	3,909	**6,366**	**9,528**	**6,231**
British Columbia	6,609	7,134	7,344	9,762	10,182	10,224	**16,371**	**17,316**	**17,568**
Graduate									
Canada	**17,880**	**16,575**	**19,050**	**20,367**	**19,491**	**24,075**	**38,247**	**36,066**	**43,125**
Newfoundland and Labrador	225	267	396	258	318	462	**483**	**585**	**858**
Prince Edward Island	3	6	27	..	18	45	..	**24**	**72**
Nova Scotia	498	648	825	786	1,134	1,671	**1,284**	**1,782**	**2,496**
New Brunswick	273	240	252	360	297	378	**633**	**537**	**630**
Quebec	9,111	7,341	8,925	9,786	8,367	10,719	**18,897**	**15,708**	**19,644**
Ontario	4,971	4,320	4,758	5,499	4,773	5,430	**10,470**	**9,093**	**10,188**
Manitoba	483	357	354	651	591	561	**1,134**	**948**	**915**
Saskatchewan	597	519	375	594	657	444	**1,191**	**1,176**	**819**
Alberta	1,035	1,902	1,992	1,329	2,022	2,760	**2,364**	**3,924**	**4,752**
British Columbia	687	975	1,152	1,104	1,317	1,608	**1,791**	**2,292**	**2,760**

1. Includes enrolments for which sex was not reported.
2. Includes other program levels not listed in this table.

Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded.

Source: Postsecondary Student Information System, Statistics Canada.

Table D.1.6

Percentage of males relative to total full-time university enrolment, Canada and provinces, 1994/1995 and 2004/2005

	Undergraduate		Graduate		Total	
	1994/1995	2004/2005	1994/1995	2004/2005	1994/1995	2004/2005
	percentage		percentage		percentage	
Canada	**45**	**42**	**56**	**51**	**47**	**43**
Newfoundland and Labrador	45	39	56	46	**46**	**40**
Prince Edward Island	41	36	44	35	**41**	**36**
Nova Scotia	44	42	54	51	**45**	**43**
New Brunswick	46	41	58	53	**47**	**42**
Quebec	44	42	55	50	**46**	**44**
Ontario	46	42	57	51	**47**	**43**
Manitoba	47	41	59	50	**48**	**42**
Saskatchewan	46	41	62	52	**47**	**42**
Alberta	45	43	55	53	**46**	**45**
British Columbia	46	43	55	47	**48**	**44**

Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded. Similarly, percentage distributions, which are calculated on rounded data, may not necessarily add up to 100%.

Source: Postsecondary Student Information System, Statistics Canada.

Table D.2.1

Number of registered apprenticeship completions, Canada and jurisdictions, 1994 and 2004

	1994	2004	Percentage change
	number		percentage
Canada	**16,800**	**19,705**	**17**
Newfoundland and Labrador[1]	240	195	-19
Prince Edward Island	50	85	70
Nova Scotia	460	530	15
New Brunswick	595	515	-13
Quebec	1,395	3,410	144
Ontario	5,815	5,870	1
Manitoba	435	815	87
Saskatchewan	385	780	103
Alberta	4,445	5,475	23
British Columbia	2,920	1,940	-34
Yukon	20	30	50
Northwest Territories[2]	45	45	0
Nunavut[2]	...	10	...

1. Beginning in 1997, Newfoundland and Labrador expanded its definition of registered apprentices to include students in pre-apprenticeship programs in community colleges and similar institutions.
2. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for Northwest Territories. This creates a break in series for Northwest Territories in 1999/2000.

Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded.

Source: Registered Apprenticeship Information System, Statistics Canada.

Table D.2.2

Number of registered apprenticeship completions, by sex and trade group, Canada, 1994 and 2004

	1994				2004				Percentage change		
	Male	Female	Percentage female	Both sexes	Male	Female	Percentage female	Both sexes	Male	Female	Both sexes
	number		percentage		number		percentage	number	percentage		
Building construction trades	2,370	45	2	2,415	2,540	50	2	2,590	7	11	7
Electrical, electronics and related	2,955	40	1	2,995	3,445	75	2	3,520	17	88	18
Food and service trades	685	1,280	65	1,965	550	1,715	76	2,265	-20	34	15
Industrial and related mechanical trades	1,670	15	1	1,685	2,035	20	1	2,055	22	33	22
Metal fabricating trades	3,540	20	1	3,560	4,710	75	2	4,785	33	275	34
Motor vehicle and heavy equipment	3,895	45	1	3,940	4,070	60	1	4,130	4	33	5
Other trades[1]	200	50	20	250	165	190	54	355	-18	280	42
Total	**15,315**	**1,490**	9	**16,800**	17,520	2,185	11	**19,705**	14	47	17

1. Consists of miscellaneous trades and occupations not classified elsewhere.

Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded. Similarly, percentage distributions, which are calculated on rounded data, may not necessarily add up to 100%.

Source: Registered Apprenticeship Information System, Statistics Canada.

Tables D2

Table D.2.3

Number of diplomas and degrees granted and graduation rates, by level of education, Canada, 1976 to 2004

	Number of diplomas and degrees					Graduation rates			
	College diplomas and certificates	Bachelor's and first professional degrees	Master's degrees	Earned doctorate degrees	Total[1]	College diplomas and certificates	Bachelor's and first professional degrees	Master's degrees	Earned doctorate degrees
			number				rate		
1976	56,655	83,292	11,555	1,693	**153,195**	12.1	18.4	2.7	0.4
1977	60,687	87,356	12,375	1,702	**162,120**	13.0	18.6	2.8	0.4
1978	64,891	89,349	12,637	1,819	**168,696**	13.7	19.1	2.8	0.4
1979	67,883	87,238	12,351	1,803	**169,275**	14.1	18.3	2.7	0.4
1980	67,343	86,410	12,432	1,738	**167,923**	13.7	17.7	2.7	0.4
1981	68,744	84,926	12,903	1,816	**168,389**	13.7	17.2	2.7	0.4
1982	71,818	87,106	13,110	1,715	**173,749**	14.2	17.3	2.7	0.4
1983	75,776	89,770	13,925	1,821	**181,292**	15.2	17.7	2.8	0.4
1984	83,557	92,856	14,568	1,878	**192,859**	16.5	18.5	2.9	0.4
1985	84,281	97,551	15,208	2,004	**199,044**	16.9	19.2	3.0	0.4
1986	81,761	101,670	15,948	2,220	**201,599**	16.9	20.2	3.2	0.5
1987	82,419	103,078	15,968	2,375	**203,840**	18.5	21.2	3.1	0.5
1988	80,096	103,606	16,320	2,418	**202,440**	19.2	23.2	3.2	0.5
1989	82,190	104,981	16,750	2,573	**206,494**	20.1	24.7	3.4	0.5
1990	82,506	109,777	17,653	2,673	**212,609**	20.1	26.5	3.9	0.5
1991	83,824	114,820	18,033	2,947	**219,624**	20.1	27.8	4.2	0.6
1992	85,949	120,745	19,435	3,136	**229,265**	20.6	28.7	4.6	0.6
1993	92,515	123,202	20,818	3,356	**239,891**	23.2	29.4	5.0	0.7
1994	95,296	126,538	21,292	3,552	**246,678**	24.2	31.6	5.0	0.8
1995	97,195	127,331	21,356	3,716	**249.598**	24.8	32.3	5.1	0.9
1996	100,978	127,986	21,558	3,928	**254,450**	25.0	32.5	5.3	0.9
1997	105,019	125,794	21,319	3,966	**256,098**	25.8	31.0	5.3	0.9
1998	113,057	124,861	22,026	3,976	**263,920**	27.7	30.8	5.6	0.9
1999	..	126,436	23,272	3,966	..	..	31.0	5.7	1.0
2000	..	128,568	24,228	3,860	..	..	31.4	5.9	0.9
2001	..	129,240	24,906	3,708	..	..	31.0	6.0	0.9
2002	..	134,037	26,325	3,729	..	..	30.6	6.3	0.9
2003	..	140,883	28,980	3,861	..	..	32.1	6.7	0.9
2004	..	148,212	31,554	4,164	..	..	33.3	7.1	1.0

1. Excludes university diploma/certificate below or above bachelor's degree.

Notes: Rates were calculated by dividing the number of graduates by the population at the typical age of graduation (age 21 for college diplomas, age 22 for bachelor's and first professional degrees, age 24 for master's degrees, and age 27 for earned doctorates). Rates include foreign students. The data for British Columbia do not include bachelor's degrees granted by university colleges. To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded.

Sources: University Student Information System, Statistics Canada.

Postsecondary Student Information System, Statistics Canada.

Community College Student Information System, Statistics Canada.

Table D.2.4

Graduation rates, by program level and jurisdiction of study, Canada and jurisdictions, 1991 to 2004

Level and year	Typical age at graduation	Can.	N.L.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Y.T.	N.W.T.
								rate						
College:														
1991	21	20	9	27	7	9	40	16	10	10	19	11	7	10
1992	21	21	10	25	7	10	42	16	9	10	19	10	5	33
1993	21	23	12	22	10	10	46	19	10	10	19	11	6	25
1994	21	24	13	25	10	12	47	20	11	11	20	13	7	32
1995	21	25	15	34	15	13	44	23	9	11	22	13	14	19
1996	21	25	20	35	29	12	37	26	9	10	21	14	9	31
1997	21	26	20	40	32	23	37	27	10	10	20	13	6	12
1998	21	28	26	53	34	26	40	30	9	8	20	14	21	17
1999	21	..	..	..	..	..	..	..	..	..	..	..	..	..
2000	21	..	..	..	..	..	..	..	..	..	..	..	..	..
2001	21	..	..	..	..	..	..	..	..	..	..	..	..	..
2002	21	..	..	..	..	..	..	..	..	..	..	..	..	..
2003	21	..	..	..	..	..	..	..	..	..	..	..	..	..
2004	21	..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor's and first professional degrees:														
1991	22	28	22	21	39	26	28	31	30	31	23	18	.	.
1992	22	29	21	24	42	26	28	32	30	32	23	20	.	.
1993	22	29	22	23	42	27	30	33	31	33	23	21	.	.
1994	22	32	24	25	45	28	32	36	33	29	26	22	.	.
1995	22	32	24	27	46	30	32	37	34	31	26	22	.	.
1996	22	33	25	24	46	33	32	38	32	31	27	21	.	.
1997	22	31	26	27	47	32	30	36	31	28	26	22	.	.
1998	22	31	28	22	49	31	28	36	30	28	25	23	.	.
1999	22	31	31	28	50	32	28	36	30	29	26	24	.	.
2000	22	31	30	28	49	34	28	36	29	31	26	26	.	.
2001	22	31	31	28	46	34	27	35	30	31	26	25	.	.
2002	22	31	30	27	46	35	27	35	29	31	28	24	.	.
2003	22	32	32	30	51	35	28	37	31	31	28	24	.	.
2004	22	33	33	31	54	39	31	38	32	30	29	24	.	.
Master's degrees:														
1991	24	4	2	0	6	3	5	5	3	3	3	3	.	.
1992	24	5	2	1	8	3	6	5	3	3	3	3	.	.
1993	24	5	3	1	8	4	6	5	3	3	4	4	.	.
1994	24	5	2	1	8	3	7	5	3	3	4	4	.	.
1995	24	5	3	0	8	4	7	5	4	4	4	4	.	.
1996	24	5	3	1	7	4	7	6	4	4	3	4	.	.
1997	24	5	3	0	8	4	7	6	4	4	4	4	.	.
1998	24	6	4	0	7	4	7	6	3	4	4	4	.	.
1999	24	6	5	1	10	4	7	6	3	4	4	5	.	.
2000	24	6	6	1	9	4	8	6	3	4	4	5	.	.
2001	24	6	5	1	10	4	8	6	3	4	5	5	.	.
2002	24	6	6	2	11	4	8	7	4	4	5	5	.	.
2003	24	7	6	1	12	4	9	7	3	5	5	5	.	.
2004	24	7	7	2	14	5	9	7	3	5	6	5	.	.

Table D.2.4

Graduation rates, by program level and jurisdiction of study, Canada and jurisdictions, 1991 to 2004 (concluded)

Level and year	Typical age at graduation	Can.	N.L.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Y.T.	N.W.T.
								rate						
Earned doctorate degrees:														
1991	27	**0.6**	0.3	...	0.5	0.1	0.6	0.6	0.4	0.4	0.6	0.5	.	.
1992	27	**0.6**	0.2	...	0.4	0.2	0.7	0.7	0.5	0.5	0.7	0.5	.	.
1993	27	**0.7**	0.3	...	0.5	0.3	0.8	0.8	0.6	0.6	0.8	0.7	.	.
1994	27	**0.8**	0.3	...	0.5	0.3	0.9	0.9	0.8	0.6	0.9	0.7	.	.
1995	27	**0.9**	0.3	...	0.7	0.4	1.0	0.9	0.6	0.8	0.9	0.8	.	.
1996	27	**0.9**	0.4	...	0.6	0.5	1.1	1.0	0.6	0.8	0.9	0.8	.	.
1997	27	**0.9**	0.4	...	0.6	0.4	1.2	1.0	0.7	0.8	0.9	0.8	.	.
1998	27	**0.9**	0.4	...	0.7	0.3	1.2	0.9	0.7	0.7	0.9	0.8	.	.
1999	27	**1.0**	0.6	0.1	0.6	0.3	1.3	1.0	0.6	0.7	0.9	0.9	.	.
2000	27	**0.9**	0.5	0.2	0.5	0.4	1.3	0.9	0.6	0.7	0.9	1.0	.	.
2001	27	**0.9**	0.5	0.0	0.6	0.4	1.2	0.9	0.6	0.6	0.9	0.9	.	.
2002	27	**0.9**	0.7	0.0	0.6	0.2	1.1	0.9	0.7	0.7	0.8	0.9	.	.
2003	27	**0.9**	0.5	0.4	0.6	0.4	1.1	0.9	0.5	0.6	0.9	0.9	.	.
2004	27	**1.0**	0.6	0.2	0.7	0.4	1.2	1.0	0.6	0.6	0.9	0.9	.	.

Note: Graduation rates are based on jurisdiction of study. Graduation rates were calculated by dividing the number of graduates by the population at the typical age of graduation (age 21 for college diplomas, age 22 for undergraduate degrees, age 24 for master's degrees, and age 27 for earned doctorates). Rates presented in this table include foreign students. The data for British Columbia do not include bachelor's degrees granted by university colleges.

Sources: University Student Information System, Statistics Canada.

Community College Student Information System, Statistics Canada.

Postsecondary Student Information System, Statistics Canada.

Table D.2.5

Number of graduates from public colleges and institutes, by sex and type of credential, Canada and jurisdictions, 2003/2004 and 2004/2005

	2003/2004				2004/2005			
	Male	Female	Percentage female	Both sexes	Male	Female	Percentage female	Both sexes
	number		percentage	number	number		percentage	number
Canada								
Certificate	.	.	...	55,544	.	.	...	57,126
Diploma	.	.	...	110,278	.	.	...	111,590
Degree	.	.	...	4,068 [4]	.	.	...	4,433 [4]
Total	.	.	...	**169,890**	.	.	...	**173,149**
Newfoundland and Labrador								
Certificate	33	167	84	**200**	157	330	68	**487**
Diploma	923	958	51	**1,881**	895	810	48	**1,705**
Degree	...	...	...	...	...	...	...	...
Total	**956**	**1,125**	**54**	**2,081**	**1,052**	**1,140**	**52**	**2,192**
Prince Edward Island[3]								
Certificate	209	98	32	**307**	234	114	33	**348**
Diploma	346	319	48	**665**	389	316	45	**705**
Degree	...	...	...	...	...	...	...	...
Total	**555**	**417**	**43**	**972**	**623**	**430**	**41**	**1,053**
Nova Scotia								
Certificate	823	999	55	**1,822**	809	928	53	**1,737**
Diploma	965	706	42	**1,671**	896	758	46	**1,654**
Degree	...	...	...	...	...	...	...	...
Total	**1,788**	**1,705**	**49**	**3,493**	**1,705**	**1,686**	**50**	**3,391**
New Brunswick								
Certificate	564 [e]	426 [e]	43	**990** [e]	618 [e]	467 [e]	43	**1,085** [e]
Diploma	521 [e]	392 [e]	43	**913** [e]	571 [e]	430 [e]	43	**1,001** [e]
Degree	...	...	...	...	...	...	...	...
Total	**1,085** [e]	**818** [e]	**43**	**1,903** [e]	**1,189** [e]	**897** [e]	**43**	**2,086** [e]
Quebec[1]								
Certificate	4,127	4,953	55	**9,080**	4,155	5,108	55	**9,263**
Diploma	15,966	25,547	62	**41,513**	15,387	25,503	62	**40,890**
Degree	...	...	...	...	...	...	...	...
Total	**20,093**	**30,500**	**60**	**50,593**	**19,542**	**30,611**	**61**	**50,153**
Ontario[3]								
Certificate	4,841	9,681	67	**14,522**	5,422	10,051	65	**15,473**
Diploma	17,788	24,451	58	**42,239**	19,226	24,715	56	**43,941**
Degree	...	...	...	...	...	...	...	...
Total	**22,629**	**34,132**	**60**	**56,761**	**24,648**	**34,766**	**59**	**59,414**
Manitoba[2,3]								
Certificate	.	.	...	**2,506**	.	.	...	**2,486**
Diploma	.	.	...	**1,604**	.	.	...	**1,770**
Degree	...	...	...	...	...	...	...	...
Total	**1,873**	**2,325**	**57**	**4,110**	**1,899**	**2,357**	**55**	**4,256**

Table D.2.5

Number of graduates from public colleges and institutes, by sex and type of credential, Canada and jurisdictions, 2003/2004 and 2004/2005 (concluded)

	2003/2004				2004/2005			
	Male	Female	Percentage female	Both sexes	Male	Female	Percentage female	Both sexes
	number		percentage	number	number		percentage	number
Saskatchewan								
Certificate	.	.	...	**3,042**	.	.	...	**3,427**
Diploma	.	.	...	**866**	.	.	...	**893**
Degree	...	...	...	**...**	...	...	...	**...**
Total	**.**	**.**	**...**	**3,908**	**.**	**.**	**...**	**4,320**
Alberta[3]								
Certificate	2,202	4,848	69	**7,050**	2,694	4,818	64	**7,512**
Diploma	4,107	4,520	52	**8,627**	4,244	4,905	54	**9,149**
Degree	429	506	54	**935**	431	440	51	**871**
Total	**6,738**	**9,874**	**59**	**16,612**	**7,369**	**10,163**	**58**	**17,532**
British Columbia[3]								
Certificate	7,497	8,186	52	**15,683**	7,470	7,585	50	**15,055**
Diploma	4,648	5,495	54	**10,143**	4,602	5,179	53	**9,781**
Degree	1,088	2,035	65	**3,123**	1,178	2,361	67	**3,539**
Total	**13,233**	**15,716**	**54**	**28,949**	**13,250**	**15,125**	**53**	**28,375**
Yukon								
Certificate	54 [e]	83 [e]	61	**137**	48 [e]	90 [e]	65	**138**
Diploma	26 [e]	26 [e]	50	**52**	15 [e]	24 [e]	62	**39**
Degree	...	...	...	**...**	...	...	...	**...**
Total	**80** [e]	**109** [e]	**58**	**189**	**63** [e]	**114** [e]	**64**	**177**
Northwest Territories								
Certificate	16	38	70	**54**	16	47	75	**63**
Diploma	21	48	70	**69**	7	25	78	**32**
Degree	...	...	...	**...**	...	...	...	**...**
Total	**37**	**86**	**70**	**123**	**23**	**72**	**76**	**95**
Nunavut								
Certificate	32	119	79	**151**	18	34	65	**52**
Diploma	12	23	66	**35**	8	22	73	**30**
Degree	...	...	...	**...**	...	...	...	**...**
Total	**44**	**142**	**76**	**186**	**26**	**56**	**68**	**82**

1. Data are for the 2004 and 2005 calendar years.
2. The reporting period is July 1 to June 30.
3. For a small number of graduates, the sex is not known; therefore, the male/female split was estimated.
4. Canada total is higher than the sum of jurisdictional totals as counts for Ontario, Yukon and Northwest Territories consist of small counts which have been suppressed for confidentiality reasons.

Note: Data based on aggregate collection at the jurisdictional level. Except for Quebec and Manitoba, the reporting period is September 1 to August 31.

Sources: Survey of Colleges and Institutes, Statistics Canada.
Postsecondary Student Information System, Statistics Canada.
Community College Student Information System, Statistics Canada.
Trade/Vocational Enrolment Survey, Statistics Canada.

Table D.2.6

University graduation rates, by level of degree, sex and field of study, Canada, 1994 and 2004

	Bachelor's and first professional degrees			Master's degrees			Earned doctorate degrees		
	1994	2004	Percentage change	1994	2004	Percentage change	1994	2004	Percentage change
		rate			rate			rate	
Total males	**26.2**	**25.3**	**-0.9**	**5.1**	**6.7**	**1.6**	**1.1**	**1.1**	**0.0**
Education	2.2	1.9	-0.3	0.4	0.4	0.0	0.1	0.1	0.0
Visual and performing arts, and communications technologies	0.7	0.8	0.1	0.1	0.1	0.0	0.0	0.0	0.0
Humanities	3.0	2.5	-0.5	0.5	0.4	-0.1	0.1	0.1	0.0
Social and behavioural sciences, and law	6.2	4.9	-1.3	0.6	0.7	0.1	0.1	0.1	0.0
Physical and life sciences, and technologies	2.4	2.0	-0.4	0.4	0.5	0.1	0.3	0.3	0.0
Mathematics, computer and information sciences	1.6	2.6	1.0	0.3	0.5	0.2	0.1	0.1	0.0
Architecture, engineering and related technologies	3.5	3.9	0.4	0.9	1.4	0.5	0.2	0.2	0.0
Agriculture, natural resources and conservation	0.4	0.4	0.0	0.2	0.1	-0.1	0.1	0.0	-0.1
Business, management and public administration	4.2	4.5	0.3	1.4	2.3	0.9	0.0	0.0	0.0
Health, parks, recreation and fitness	1.9	1.7	-0.2	0.2	0.3	0.1	0.1	0.1	0.0
Other	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Total females	**37.1**	**41.8**	**4.7**	**5.0**	**7.5**	**2.5**	**0.5**	**0.9**	**0.4**
Education	6.6	6.6	0.0	1.1	1.3	0.2	0.1	0.1	0.0
Visual and performing arts, and communications technologies	1.4	1.8	0.4	0.1	0.2	0.1	0.0	0.0	0.0
Humanities	5.6	5.1	-0.5	0.6	0.6	0.0	0.1	0.1	0.0
Social and behavioural sciences, and law	10.2	10.4	0.2	0.7	1.2	0.5	0.1	0.2	0.1
Physical and life sciences, and technologies	2.6	3.3	0.7	0.3	0.5	0.2	0.1	0.2	0.1
Mathematics, computer and information sciences	3.0	2.7	-0.3	0.2	0.4	0.2	0.0	0.0	0.0
Architecture, engineering and related technologies	0.9	1.3	0.4	0.3	0.5	0.2	0.0	0.0	0.0
Agriculture, natural resources and conservation	0.3	0.5	0.2	0.1	0.2	0.1	0.0	0.0	0.0
Business, management and public administration	4.8	6.2	1.4	1.0	1.8	0.8	0.0	0.0	0.0
Health, parks, recreation and fitness	3.8	5.3	1.5	0.5	0.9	0.4	0.0	0.1	0.1
Other	0.1	0.3	0.2	0.0	0.0	0.0	0.0	0.0	0.0
Total, both sexes	**31.6**	**33.3**	**1.8**	**5.0**	**7.1**	**2.1**	**0.8**	**1.0**	**0.2**
Education	4.3	4.2	-0.1	0.7	0.8	0.1	0.1	0.1	0.0
Visual and performing arts, and communications technologies	1.0	1.3	0.3	0.1	0.1	0.0	0.0	0.0	0.0
Humanities	4.3	3.8	-0.5	0.5	0.5	0.0	0.1	0.1	0.0
Social and behavioural sciences, and law	8.2	7.6	-0.6	0.7	0.9	0.2	0.1	0.2	0.1
Physical and life sciences, and technologies	2.5	2.6	0.1	0.4	0.5	0.1	0.2	0.3	0.1
Mathematics, computer and information sciences	1.5	1.3	-0.2	0.3	0.4	0.1	0.0	0.1	0.1
Architecture, engineering and related technologies	2.2	2.6	0.4	0.6	1.0	0.4	0.1	0.1	0.0
Agriculture, natural resources and conservation	0.3	0.4	0.1	0.1	0.2	0.1	0.0	0.0	0.0
Business, management and public administration	4.5	5.3	0.8	1.2	2.1	0.9	0.0	0.0	0.0
Health, parks, recreation and fitness	2.9	3.5	0.6	0.4	0.5	0.1	0.0	0.1	0.1
Other	0.1	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.0

Note: Graduation rates were calculated by dividing the number of graduates by the population at the typical age of graduation (age 22 for bachelor's and first professional degrees, age 24 for master's degrees, and age 27 for earned doctorates). Rates presented in this table include foreign students.

Source: Postsecondary Student Information System, Statistics Canada.

Table D.2.7

Number of university degrees/diplomas/certificates granted, by sex and field of study, Canada and provinces,[1] 1994

	Can.	N.L.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
	number										
Total males	**76,473**	**1,224**	**237**	**3,549**	**1,710**	**23,499**	**29,064**	**2,853**	**2,394**	**5,487**	**6,456**
Education	7,146	267	12	324	234	2,301	1,995	357	324	747	585
Visual and performing arts, and communications technologies	1,779	21	3	117	12	600	669	54	36	111	156
Humanities	8,379	153	54	414	222	1,968	3,627	252	237	462	990
Social and behavioural sciences, and law	15,354	204	27	615	255	3,405	7,284	699	402	936	1,527
Physical and life sciences, and technologies	6,696	147	24	396	129	1,602	2,616	306	150	609	717
Mathematics, computer and information sciences	4,554	57	3	177	102	1,344	1,869	225	174	276	327
Architecture, engineering and related technologies	10,407	120	18	510	264	3,393	4,062	276	258	822	684
Agriculture, natural resources and conservation	1,578	0	0	69	54	426	510	156	114	111	138
Business, management and public administration	15,219	177	72	702	333	6,741	4,641	333	471	849	900
Health, parks, recreation and fitness	5,166	78	24	225	105	1,605	1,755	189	228	537	420
Other	195	0	0	0	0	114	36	6	0	27	12
Total females	**101,601**	**1,497**	**327**	**4,557**	**2,301**	**34,356**	**37,122**	**3,438**	**3,015**	**6,798**	**8,190**
Education	19,164	492	39	735	573	7,179	5,133	900	840	1,752	1,521
Visual and performing arts, and communications technologies	3,531	21	6	126	48	1,191	1,383	132	60	231	333
Humanities	14,679	261	63	663	345	3,606	6,621	345	285	798	1,692
Social and behavioural sciences, and law	24,072	246	84	1,053	501	5,589	11,724	912	597	1,347	2,019
Physical and life sciences, and technologies	6,426	129	33	384	147	1,923	2,454	216	111	423	606
Mathematics, computer and information sciences	2,274	21	9	99	39	738	963	75	54	123	153
Architecture, engineering and related technologies	2,586	21	6	198	54	1,038	903	45	42	138	141
Agriculture, natural resources and conservation	1,035	0	0	72	9	291	399	87	45	69	63
Business, management and public administration	16,407	189	57	660	375	8,259	4,269	345	612	795	846
Health, parks, recreation and fitness	11,028	117	30	567	207	4,227	3,243	375	369	1,083	810
Other	399	0	0	0	3	315	30	6	0	39	6
Total, both sexes[2]	**178,074**	**2,721**	**564**	**8,106**	**4,011**	**57,855**	**66,186**	**6,291**	**5,409**	**12,285**	**14,646**
Education	26,310	759	51	1,059	807	9,480	7,128	1,257	1,164	2,499	2,106
Visual and performing arts, and communications technologies	5,310	42	9	243	60	1,791	2,052	186	96	342	489
Humanities	23,058	414	117	1,077	567	5,574	10,248	597	522	1,260	2,682
Social and behavioural sciences, and law	39,426	450	111	1,668	756	8,994	19,008	1,611	999	2,283	3,546
Physical and life sciences, and technologies	13,122	276	57	780	276	3,525	5,070	522	261	1,032	1,323
Mathematics, computer and information sciences	6,828	78	12	276	141	2,082	2,832	300	228	399	480
Architecture, engineering and related technologies	12,993	141	24	708	318	4,431	4,965	321	300	960	825
Agriculture, natural resources and conservation	2,613	0	0	141	63	717	909	243	159	180	201
Business, management and public administration	31,626	366	129	1,362	708	15,000	8,910	678	1,083	1,644	1,746
Health, parks, recreation and fitness	16,194	195	54	792	312	5,832	4,998	564	597	1,620	1,230
Other	594	0	0	0	3	429	66	12	0	66	18

1. Graduates shown by province of study.
2. Includes individuals for whom sex was not reported.

Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded.

Source: Postsecondary Student Information System, Statistics Canada.

Table D.2.8

Number of university degrees/diplomas/certificates granted, by sex and field of study, Canada and provinces[1], 2004

	Can.	N.L.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
						number					
Total males	**84,195**	**1,170**	**222**	**3,792**	**1,944**	**24,825**	**32,565**	**2,415**	**2,301**	**7,251**	**7,710**
Education	**6,117**	198	24	246	186	1,338	2,370	231	222	654	648
Visual and performing arts, and communications technologies	**2,460**	24	0	108	36	876	897	81	54	174	210
Humanities	**7,821**	105	33	321	231	1,674	3,384	297	162	576	1,038
Social and behavioural sciences, and law	**13,821**	141	36	525	282	3,384	5,994	441	351	978	1,689
Physical and life sciences, and technologies	**6,438**	135	30	309	144	1,347	2,598	243	144	711	777
Mathematics, computer and information sciences	**7,749**	60	15	279	180	1,839	3,564	150	198	636	828
Architecture, engineering and related technologies	**13,077**	201	21	591	237	4,089	5,325	273	342	1,182	816
Agriculture, natural resources and conservation	**1,707**	18	0	129	57	366	546	114	162	147	168
Business, management and public administration	**19,476**	180	45	993	438	8,343	5,997	360	471	1,545	1,104
Health, parks, recreation and fitness	**4,944**	108	18	270	138	1,170	1,800	201	189	627	423
Other	**585**	0	0	21	15	399	90	24	6	21	9
Total females	**124,824**	**1,989**	**453**	**5,769**	**3,000**	**36,387**	**47,856**	**3,897**	**3,528**	**10,749**	**11,196**
Education	**19,293**	471	72	783	504	4,914	7,332	693	717	1,926	1,881
Visual and performing arts, and communications technologies	**4,860**	48	3	216	63	1,596	1,959	120	87	357	411
Humanities	**14,520**	234	45	663	390	2,913	6,582	507	300	1,101	1,785
Social and behavioural sciences, and law	**27,939**	336	99	1,143	594	7,281	12,177	834	633	1,869	2,973
Physical and life sciences, and technologies	**8,742**	159	66	453	186	1,668	3,894	324	174	834	984
Mathematics, computer and information sciences	**3,324**	30	0	156	42	729	1,665	57	60	243	342
Architecture, engineering and related technologies	**4,374**	81	9	168	60	1,293	1,923	135	114	336	255
Agriculture, natural resources and conservation	**1,860**	12	0	189	24	456	660	87	120	159	153
Business, management and public administration	**23,688**	255	60	1,128	552	10,845	6,585	447	810	1,713	1,293
Health, parks, recreation and fitness	**15,195**	360	99	840	558	3,891	5,016	654	504	2,175	1,098
Other	**1,029**	3	0	30	27	801	63	39	9	36	21
Total, both sexes[2]	**209,019**	**3,159**	**675**	**9,561**	**4,944**	**61,212**	**80,421**	**6,312**	**5,829**	**18,000**	**18,906**
Education	**25,410**	669	96	1,029	690	6,252	9,702	924	939	2,580	2,529
Visual and performing arts, and communications technologies	**7,320**	72	3	324	99	2,472	2,856	201	141	531	621
Humanities	**22,341**	339	78	984	621	4,587	9,966	804	462	1,677	2,823
Social and behavioural sciences, and law	**41,760**	477	135	1,668	876	10,665	18,171	1,275	984	2,847	4,662
Physical and life sciences, and technologies	**15,180**	294	96	762	330	3,015	6,492	567	318	1,545	1,761
Mathematics, computer and information sciences	**11,073**	90	15	435	222	2,568	5,229	207	258	879	1,170
Architecture, engineering and related technologies	**17,451**	282	30	759	297	5,382	7,248	408	456	1,518	1,071
Agriculture, natural resources and conservation	**3,567**	30	0	318	81	822	1,206	201	282	306	321
Business, management and public administration	**43,164**	435	105	2,121	990	19,188	12,582	807	1,281	3,258	2,397
Health, parks, recreation and fitness	**20,139**	468	117	1,110	696	5,061	6,816	855	693	2,802	1,521
Other	**1,614**	3	0	51	42	1,200	153	63	15	57	30

1. Graduates shown by province of study.
2. Includes individuals for whom sex was not reported.

Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded.

Source: Postsecondary Student Information System, Statistics Canada.

Table D.3.1

Number of full-time educators in universities, by rank and sex, Canada and provinces, 1994/1995 and 2004/2005

	Male		Female				Both sexes	
	1994/1995	2004/2005	1994/1995	1994/1995	2004/2005	2004/2005	1994/1995	2004/2005
	number		number	percentage	number	percentage	number	
All teaching faculty								
Canada	**28,122**	**26,283**	**8,277**	**23**	**12,291**	**32**	**36,402**	**38,574**
Newfoundland and Labrador	714	585	231	25	267	31	**942**	**849**
Prince Edward Island	147	135	51	26	75	36	**195**	**210**
Nova Scotia	1,458	1,380	543	27	786	36	**1,998**	**2,166**
New Brunswick	897	798	282	24	414	34	**1,182**	**1,212**
Quebec	7,095	6,387	1,923	21	2,580	29	**9,021**	**8,970**
Ontario	10,311	9,573	3,144	23	4,725	33	**13,455**	**14,298**
Manitoba	1,377	1,146	378	22	522	31	**1,758**	**1,671**
Saskatchewan	1,146	1,041	276	19	471	31	**1,422**	**1,512**
Alberta	2,409	2,544	669	22	1,185	32	**3,081**	**3,729**
British Columbia	2,565	2,691	783	23	1,260	32	**3,348**	**3,954**
Full professors								
Canada	**13,272**	**11,376**	**1,584**	**11**	**2,646**	**19**	**14,856**	**14,025**
Newfoundland and Labrador	279	258	30	10	45	15	**309**	**303**
Prince Edward Island	54	39	0	0	12	24	**54**	**51**
Nova Scotia	600	591	72	11	120	17	**672**	**711**
New Brunswick	477	360	75	14	102	22	**552**	**462**
Quebec	3,294	3,042	426	11	777	20	**3,723**	**3,819**
Ontario	4,779	3,753	594	11	885	19	**5,373**	**4,641**
Manitoba	651	495	57	8	99	17	**708**	**594**
Saskatchewan	627	474	36	5	99	17	**663**	**576**
Alberta	1,302	1,206	159	11	273	18	**1,461**	**1,482**
British Columbia	1,206	1,155	132	10	234	17	**1,338**	**1,392**
Associate professors								
Canada	**9,666**	**7,917**	**3,102**	**24**	**4,224**	**35**	**12,771**	**12,144**
Newfoundland and Labrador	309	207	105	25	111	35	**414**	**318**
Prince Edward Island	48	63	18	27	27	29	**66**	**93**
Nova Scotia	540	444	189	26	273	38	**732**	**714**
New Brunswick	258	237	96	27	120	34	**354**	**354**
Quebec	2,625	2,001	837	24	924	32	**3,459**	**2,922**
Ontario	3,555	2,928	1,098	24	1,617	36	**4,653**	**4,545**
Manitoba	444	306	153	26	177	36	**600**	**486**
Saskatchewan	321	309	117	27	168	35	**438**	**474**
Alberta	777	759	270	26	417	35	**1,044**	**1,176**
British Columbia	783	666	228	23	387	37	**1,011**	**1,053**

Tables D3

Table D.3.1

Number of full-time educators in universities, by rank and sex, Canada and provinces, 1994/1995 and 2004/2005 (concluded)

	Male		Female				Both sexes	
	1994/1995	2004/2005	1994/1995	1994/1995	2004/2005	2004/2005	1994/1995	2004/2005
Other ranks	number		number	percentage	number	percentage	number	
Canada	**5,187**	**6,990**	**3,591**	**41**	**5,415**	**44**	**8,775**	**12,405**
Newfoundland and Labrador	123	120	96	44	108	47	**219**	**231**
Prince Edward Island	42	30	33	44	39	59	**75**	**66**
Nova Scotia	315	342	282	47	393	53	**597**	**735**
New Brunswick	162	204	114	42	192	48	**273**	**396**
Quebec	1,179	1,341	660	36	882	40	**1,836**	**2,229**
Ontario	1,980	2,895	1,452	42	2,220	43	**3,429**	**5,115**
Manitoba	282	345	171	38	246	41	**450**	**594**
Saskatchewan	198	258	123	38	201	44	**324**	**459**
Alberta	333	579	240	42	495	46	**573**	**1,074**
British Columbia	579	870	423	42	639	42	**1,002**	**1,512**

Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded. Similarly, percentage distributions, which are calculated on rounded data, may not necessarily add up to 100%.

Source: University and College Academic Staff Survey, Statistics Canada.

Table D.3.2

Age distribution and median age of full-time university educators, by sex, Canada and provinces, 2004/2005

	Can.	N.L.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
						number of educators					
Male											
All ages[1]	**26,283**	**585**	**135**	**1,377**	**801**	**6,387**	**9,576**	**1,146**	**1,041**	**2,544**	**2,691**
20 to 29	**204**	3	0	9	0	57	78	9	9	18	24
30 to 39	**4,623**	69	15	219	126	1,050	1,872	177	171	420	501
40 to 49	**7,806**	150	54	372	279	1,881	2,781	303	324	837	819
50 to 59	**8,760**	231	48	483	270	2,214	3,105	354	336	858	858
60 and over	**4,878**	135	18	294	120	1,185	1,728	303	201	408	489
Female											
All ages[1]	**12,288**	**267**	**75**	**786**	**414**	**2,583**	**4,725**	**525**	**471**	**1,188**	**1,260**
20 to 29	**141**	0	0	9	9	30	60	6	3	6	9
30 to 39	**2,730**	54	15	162	93	549	1,125	108	111	240	267
40 to 49	**4,359**	93	33	291	135	942	1,641	189	162	408	462
50 to 59	**3,900**	84	21	252	138	828	1,428	171	150	417	408
60 and over	**1,149**	33	3	69	33	237	462	54	42	111	111
Both sexes											
All ages[1]	**38,574**	**852**	**210**	**2,166**	**1,212**	**8,970**	**14,298**	**1,671**	**1,512**	**3,732**	**3,954**
20 to 29	**345**	**3**	**0**	**18**	**12**	**87**	**135**	**15**	**12**	**24**	**36**
30 to 39	**7,353**	**120**	**33**	**381**	**222**	**1,596**	**2,997**	**285**	**285**	**660**	**768**
40 to 49	**12,162**	**243**	**93**	**663**	**417**	**2,823**	**4,422**	**489**	**489**	**1,245**	**1,281**
50 to 59	**12,657**	**318**	**66**	**738**	**411**	**3,042**	**4,533**	**525**	**486**	**1,278**	**1,266**
60 and over	**6,027**	**168**	**18**	**363**	**153**	**1,419**	**2,187**	**354**	**240**	**522**	**597**
						percentage distribution[2]					
Male											
20 to 29	**0.8**	0.5	0.0	0.7	0.0	0.9	0.8	0.8	0.9	0.7	0.9
30 to 39	**17.6**	11.7	11.1	15.9	15.8	16.4	19.6	15.4	16.4	16.5	18.6
40 to 49	**29.7**	25.5	40.0	27.0	35.1	29.5	29.1	26.4	31.1	32.9	30.4
50 to 59	**33.3**	39.3	35.6	35.1	34.0	34.7	32.5	30.9	32.3	33.8	31.9
60 and over	**18.6**	23.0	13.3	21.4	15.1	18.6	18.1	26.4	19.3	16.1	18.2
Female											
20 to 29	**1.1**	0.0	0.0	1.1	2.2	1.2	1.3	1.1	0.6	0.5	0.7
30 to 39	**22.2**	20.5	20.8	20.7	22.8	21.2	23.9	20.5	23.7	20.3	21.2
40 to 49	**35.5**	35.2	45.8	37.2	33.1	36.4	34.8	35.8	34.6	34.5	36.8
50 to 59	**31.8**	31.8	29.2	32.2	33.8	32.0	30.3	32.4	32.1	35.3	32.5
60 and over	**9.4**	12.5	4.2	8.8	8.1	9.2	9.8	10.2	9.0	9.4	8.8
Both sexes											
20 to 29	**0.9**	**0.4**	**0.0**	**0.8**	**1.0**	**1.0**	**0.9**	**0.9**	**0.8**	**0.6**	**0.9**
30 to 39	**19.1**	**14.1**	**15.7**	**17.6**	**18.3**	**17.8**	**21.0**	**17.1**	**18.8**	**17.7**	**19.5**
40 to 49	**31.6**	**28.5**	**44.3**	**30.7**	**34.3**	**31.5**	**31.0**	**29.3**	**32.3**	**33.4**	**32.4**
50 to 59	**32.8**	**37.3**	**31.4**	**34.1**	**33.8**	**33.9**	**31.8**	**31.5**	**32.1**	**34.3**	**32.1**
60 and over	**15.6**	**19.7**	**8.6**	**16.8**	**12.6**	**15.8**	**15.3**	**21.2**	**15.9**	**14.0**	**15.1**
						median age of educators[3]					
Male	**50**	53	49	51	49	50	50	52	50	49	49
Female	**47**	48	45	48	47	47	47	47	47	48	47
Both sexes	**49**	**52**	**47**	**50**	**49**	**49**	**49**	**50**	**49**	**49**	**49**

1. Includes a small number of cases for which age is not reported.
2. Percentage distribution is based on educators for whom age is reported.
3. Median age of educators is based on individual records for which age is reported.

Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded. Similarly, percentage distributions, which are calculated on rounded data, may not necessarily add up to 100%.

Source: University and College Academic Staff Survey, Statistics Canada.

Table D.3.3

Age distribution[1] of full-time university educators and of full-time employed labour force, Canada and provinces, 2004/2005

Age group	Full-time university educators[2]	Full-time employed labour force[3]
	percentage	percentage
Canada		
Less than 30	**1**	**22**
30 to 39	**19**	**25**
40 to 49	**32**	**29**
50 to 59	**33**	**20**
60 and over	**16**	**5**
Total	**100**	**100**
Newfoundland and Labrador		
Less than 30	0	20
30 to 39	14	25
40 to 49	29	29
50 to 59	37	22
60 and over	20	4
Total	**100**	**100**
Prince Edward Island		
Less than 30	0	22
30 to 39	16	23
40 to 49	44	29
50 to 59	31	21
60 and over	9	6
Total	**100**	**100**
Nova Scotia		
Less than 30	1	22
30 to 39	18	24
40 to 49	31	30
50 to 59	34	21
60 and over	17	4
Total	**100**	**100**
New Brunswick		
Less than 30	1	22
30 to 39	18	24
40 to 49	34	30
50 to 59	34	20
60 and over	13	4
Total	**100**	**100**
Quebec		
Less than 30	1	21
30 to 39	18	24
40 to 49	31	30
50 to 59	34	20
60 and over	16	4
Total	**100**	**100**
Ontario		
Less than 30	1	20
30 to 39	21	26
40 to 49	31	30
50 to 59	32	19
60 and over	15	5
Total	**100**	**100**

Table D.3.3

Age distribution[1] of full-time university educators and of full-time employed labour force, Canada and provinces, 2004/2005 (concluded)

Age group	Full-time university educators[2]	Full-time employed labour force[3]
	percentage	percentage
Manitoba		
Less than 30	1	23
30 to 39	17	23
40 to 49	29	28
50 to 59	31	20
60 and over	21	5
Total	**100**	**100**
Saskatchewan		
Less than 30	1	24
30 to 39	19	21
40 to 49	32	28
50 to 59	32	20
60 and over	16	7
Total	**100**	**100**
Alberta		
Less than 30	1	26
30 to 39	18	23
40 to 49	33	28
50 to 59	34	18
60 and over	14	5
Total	**100**	**100**
British Columbia		
Less than 30	1	22
30 to 39	19	24
40 to 49	32	28
50 to 59	32	21
60 and over	15	5
Total	**100**	**100**

1. Percentage distributions may not add up to 100% due to rounding.
2. According to the age distributions on October 1st (or as close as possible thereafter) in the school year of full-time university educators based on data from University and College Academic Staff Survey. Unknown ages excluded.
3. Based on a monthly average from September to August, Labour Force Survey.

Sources: University and College Academic Staff Survey, Statistics Canada.
Labour Force Survey, Statistics Canada.

Table D.3.4

Number and salary of full-time educators in universities[1], by rank and sex, Canada and provinces, 1994/1995 and 2004/2005

		Canada		Newfoundland and Labrador		Prince Edward Island		Nova Scotia		New Brunswick	
		1994/1995	2004/2005	1994/1995	2004/2005	1994/1995	2004/2005	1994/1995	2004/2005	1994/1995	2004/2005
						in 2001 constant dollars					
All teaching faculty											
Male	No.	**27,699**	**25,905**	702	573	144	135	1,434	1,356	888	792
Female	No.	**8,022**	**12,006**	216	255	48	75	525	771	270	405
Both sexes	**No.**	**35,718**	**37,908**	**918**	**828**	**195**	**210**	**1,959**	**2,130**	**1,158**	**1,197**
Females	%	**22**	**32**	24	31	25	36	27	36	23	34
Average salary[2]											
Male	$	**86,780**	**90,628**	71,614	82,660	72,341	79,758	74,965	82,164	78,136	80,757
Female	$	**72,673**	**79,124**	62,592	72,151	58,743	72,330	62,777	70,435	67,210	71,337
Both sexes	**$**	**83,611**	**86,985**	**69,481**	**79,419**	**68,907**	**77,105**	**71,711**	**77,914**	**75,579**	**77,570**
Gender gap[3]	%	**84**	**87**	87	87	81	91	84	86	86	88
Full professors											
Male	No.	**13,101**	**11,238**	273	255	54	39	597	582	471	357
Female	No.	**1,545**	**2,613**	30	42	0	12	69	117	72	102
Both sexes	**No.**	**14,649**	**13,848**	**303**	**297**	**54**	**51**	**669**	**699**	**546**	**459**
Females	%	**11**	**19**	10	14	0	24	10	17	13	22
Average salary[2]											
Male	$	**100,420**	**107,626**	84,688	95,223	85,248	92,984	87,487	98,177	89,430	96,629
Female	$	**94,103**	**101,925**	82,504	91,307	...	95,752	81,388	94,419	83,297	93,196
Both sexes	**$**	**99,754**	**106,551**	**84,472**	**94,669**	**85,055**	**93,527**	**86,848**	**97,544**	**88,608**	**95,866**
Gender gap[3]	%	**94**	**95**	97	96	...	103	93	96	93	96
Associate professors											
Male	No.	**9,540**	**7,788**	303	201	48	63	528	435	255	234
Female	No.	**3,027**	**4,140**	96	108	15	27	183	267	93	120
Both sexes	**No.**	**12,567**	**11,931**	**402**	**312**	**63**	**93**	**711**	**699**	**348**	**354**
Females	%	**24**	**35**	24	35	24	29	26	38	27	34
Average salary[2]											
Male	$	**80,633**	**85,478**	67,384	79,234	70,403	79,131	71,831	77,044	71,504	74,216
Female	$	**76,444**	**82,846**	67,095	76,160	71,616	76,448	68,487	75,403	68,569	72,651
Both sexes	**$**	**79,624**	**84,564**	**67,315**	**78,147**	**70,687**	**78,315**	**70,972**	**76,419**	**70,728**	**73,686**
Gender gap[3]	%	**95**	**97**	100	96	102	97	95	98	96	98
Other ranks											
Male	No.	**5,055**	**6,879**	123	117	42	30	312	342	159	201
Female	No.	**3,450**	**5,256**	93	105	33	39	270	384	105	183
Both sexes	**No.**	**8,505**	**12,132**	**213**	**222**	**75**	**66**	**582**	**726**	**264**	**384**
Females	%	**41**	**43**	44	47	44	59	46	53	40	48
Average salary[2]											
Male	$	**63,028**	**68,691**	53,085	61,347	58,009	63,021	56,199	61,240	55,287	60,181
Female	$	**59,772**	**64,863**	51,277	60,176	52,410	62,883	54,135	59,667	54,952	58,291
Both sexes	**$**	**61,707**	**67,033**	**52,316**	**60,799**	**55,545**	**62,945**	**55,238**	**60,404**	**55,153**	**59,280**
Gender gap[3]	%	**95**	**94**	97	98	90	100	96	97	99	97

Table D.3.4

Number and salary of full-time educators in universities[1], by rank and sex, Canada and provinces, 1994/1995 and 2004/2005 (concluded)

		Quebec		Ontario		Manitoba		Saskatchewan[2]		Alberta		British Columbia	
		1994/1995	2004/2005	1994/1995	2004/2005	1994/1995	2004/2005	1994/1995	2004/2005	1994/1995	2004/2005	1994/1995	2004/2005
							in 2001 constant dollars						
All teaching faculty													
Males	No.	7,095	6,336	10,086	9,402	1,365	1,137	1,098	999	2,358	2,514	2,529	2,664
Females	No.	1,923	2,562	3,018	4,605	369	507	252	441	630	1,149	771	1,239
Both sexes	**No.**	**9,021**	**8,898**	**13,101**	**14,004**	**1,731**	**1,641**	**1,350**	**1,440**	**2,988**	**3,660**	**3,300**	**3,903**
Females	%	21	29	23	33	21	31	19	31	21	31	23	32
Average salary[2]													
Males	$	84,976	87,100	90,452	92,176	85,258	86,411	90,496	96,000	85,599	97,926	92,276	95,973
Females	$	74,126	78,585	75,104	80,807	68,292	73,227	72,559	81,713	70,483	82,978	75,810	81,706
Both sexes	**$**	**82,661**	**84,646**	**86,916**	**88,438**	**81,651**	**82,356**	**87,150**	**91,622**	**82,412**	**93,242**	**88,429**	**91,446**
Gender gap[3]	%	87	90	83	88	80	85	80	85	82	85	82	85
Full professors													
Males	No.	3,294	3,012	4,692	3,699	648	492	600	456	1,281	1,194	1,194	1,146
Females	No.	426	774	573	870	51	96	36	93	153	270	129	234
Both sexes	**No.**	**3,723**	**3,786**	**5,265**	**4,566**	**699**	**588**	**636**	**552**	**1,431**	**1,467**	**1,320**	**1,380**
Females	%	11	20	11	19	7	16	6	17	11	18	10	17
Average salary[2]													
Males	$	96,731	100,598	104,434	110,741	102,427	106,483	103,404	114,362	99,343	117,443	108,505	115,134
Females	$	93,075	96,123	96,328	105,402	93,264	97,328	91,115	99,323	91,119	110,079	108,188	111,457
Both sexes	**$**	**96,311**	**99,685**	**103,552**	**109,725**	**101,732**	**104,972**	**102,728**	**111,774**	**98,464**	**116,077**	**108,474**	**114,513**
Gender gap[3]	%	96	96	92	95	91	91	88	87	92	94	100	97
Associate professors													
Males	No.	2,625	1,989	3,492	2,865	438	303	306	294	762	747	777	660
Females	No.	837	915	1,068	1,581	147	174	108	165	258	402	225	384
Both sexes	**No.**	**3,459**	**2,901**	**4,557**	**4,443**	**588**	**474**	**414**	**459**	**1,020**	**1,149**	**1,002**	**1,044**
Females	%	24	32	23	36	25	37	26	36	25	35	22	37
Average salary[2]													
Males	$	80,615	82,109	85,245	89,415	75,613	79,976	80,424	88,441	73,864	86,443	84,334	90,690
Females	$	76,591	79,421	80,183	87,010	73,024	76,367	78,507	88,571	70,599	82,643	80,144	85,311
Both sexes	**$**	**79,642**	**81,262**	**84,060**	**88,560**	**74,958**	**78,666**	**79,924**	**88,487**	**73,037**	**85,114**	**83,402**	**88,716**
Gender gap[3]	%	95	97	94	97	97	95	98	100	96	96	95	94
Other ranks													
Males	No.	1,179	1,335	1,902	2,835	279	345	192	249	318	573	555	855
Females	No.	660	876	1,380	2,157	165	237	108	183	219	471	417	621
Both sexes	**No.**	**1,836**	**2,211**	**3,279**	**4,992**	**441**	**579**	**303**	**432**	**537**	**1,047**	**975**	**1,479**
Females	%	36	40	42	43	37	41	36	42	41	45	43	42
Average salary[2]													
Males	$	61,797	64,032	65,492	70,757	60,538	63,412	66,140	71,024	58,404	72,224	68,624	74,354
Females	$	58,689	62,237	62,345	66,341	56,072	61,033	60,706	66,463	55,928	67,677	63,535	68,342
Both sexes	**$**	**60,681**	**63,320**	**64,169**	**68,851**	**58,864**	**62,444**	**64,173**	**69,083**	**57,394**	**70,168**	**66,439**	**71,822**
Gender gap[3]	%	95	97	95	94	93	96	92	94	96	94	93	92

1. Excludes: staff who have been on unpaid leave; all religious and military personnel or similar staff paid according to salary scales lower than those applying to lay staff; staff having a salary of zero or not reported.
2. Data on average salaries for Saskatchewan does not include the University of Saskatchewan.
3. Gender gap is defined as the average salary of females as a percentage of the average salary of males.

Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded.

Source: University and College Academic Staff Survey, Statistics Canada.

Table D.4.1

Total domestic expenditures on R&D as a percentage of GDP, Canada in relation to all OECD countries, 2004 (or latest available year)

OECD countries	Domestic R&D expenditures/GDP	OECD countries	Domestic R&D expenditures/GDP
	percentage		percentage
Sweden (2003)[4]	3.95	Netherlands	1.78 p
Finland	3.51	United Kingdom (2003)	1.88
Japan	3.13	European Union (2003)	1.81
Iceland (2003)	2.92	Norway	1.61
United States[1]	2.68 p	Australia (2002)	1.64
Switzerland	2.94	Czech Republic	1.27
Republic of Korea[2]	2.85	New Zealand (2003)	1.14
Germany	2.49	Ireland	1.20 p
Denmark	2.48 p	Italy (2003)	1.11
		Spain	1.07
Total OECD	**2.26** p	Hungary[3]	0.89
		Portugal	0.78
France	2.16 p	Turkey (2003)	0.66
Belgium	1.90 p	Greece (2003)	0.62
Austria	2.24	Poland	0.58
		Slovak Republic	0.53
Canada	**2.01** p	Mexico (2003)	0.43

1. Excludes most or all capital expenditures.
2. Excludes R&D in the social sciences and humanities.
3. Defence excluded (all or mostly).
4. Underestimated.

Sources: OECD Main Science and Technology Indicators, 2006 No. 1, June 2006, Table 02. Statistics Canada.

Estimates of Canadian Research and Development Expenditures (GERD), Canada, 1995 to 2006, and by Province 1995 to 2004. Catalogue No. 88E0006XIE2006009.

Tables D4

Table D.4.2

Total domestic expenditures on R&D as a percentage of GDP, Canada and jurisdictions, G-7, and leading OECD countries, 1991, 1995, 2000, 2002, 2003 and 2004

	1991	1995	2000	2002	2003	2004
			percentage of GDP			
Canada	**1.6**	**1.7**	**1.9** r	**2.0** r	**2.0**	**2.0**
			percentage of provincial/territorial GDP			
Newfoundland and Labrador	1.1	0.9	1.0	0.9	0.9	0.9
Prince Edward Island	0.7	0.6	1.1	0.8	1.1	1.0
Nova Scotia	1.4	1.4	1.5	1.5 r	1.4	1.5
New Brunswick	0.9	0.9	0.8	1.0 r	1.0	1.0
Quebec[1]	1.8	2.1	2.5 r	2.8 r	2.7	2.7
Ontario[1]	1.6	1.9	2.2 r	2.2 r	2.2	2.3
Manitoba	1.2	1.1	1.2	1.3 r	1.2	1.3
Saskatchewan	1.0	1.0	1.1	1.3 r	1.1	1.1
Alberta	1.1	1.1	0.9	1.1	1.1	1.1
British Columbia	1.0	1.0	1.2	1.4 r	1.4	1.5
Yukon, Northwest Territories, Nunavut[2]	0.0	0.1	0.2	0.1	0.1	0.1
	1991	1995	2000	2002	2003	2004
			percentage of GDP			
G-7						
Canada	**1.6**	**1.7**	**1.8**	**1.9**	**2.0**	**2.0**
France[3]	2.4	2.3	2.2	2.2	2.2	2.2 p
Germany	2.6	2.3	2.5	2.5	2.5	2.5
Italy[6]	1.2	1.0	1.1	1.1 r	1.1 r	1.1
Japan[4]	3.0	3.0	3.0	3.1	3.2	3.1
United Kingdom[6]	2.1	2.0	1.9	1.9	1.9	1.9
United States[5]	2.8	2.6	2.7	2.7	2.7 p	2.7 p
Leading OECD countries						
Finland	2.1	2.4	3.4	3.4 r	3.5	3.5
Iceland[6]	1.2	1.5	2.7 r	3.1 r	2.9 r	2.9
Sweden[6]	2.9	3.6	3.8	4.3	4.0	4.0
Total OECD	..	..	**2.2**	**2.2**	**2.3** p	**2.3** p

1. Quebec and Ontario figures exclude federal government expenditures contributed in the National Capital Region. Canada includes federal government expenditures contributed in the National Capital Region.
2. Data not available by individual territory.
3. Data for 2000 represent break in series with previous year for which data are available.
4. Data for 1991 and 1995 exclude most or all capital expenditure.
5. Data exclude most or all capital expenditures.
6. Data for 2003.

Sources: Statistics Canada. *Total spending on research and development in Canada, 1990 to 2006, and provinces, 1990 to 2004.* Catalogue No. 88-0001XIE Vol. 30 no.7. OECD Main Science and Technology Indicators, 2006 No. 1, June 2006, Table 02, for G-7 and OECD countries for 2000.

Statistics Canada. *Estimates of Canadian Research and Development Expenditure (GERD), Canada, 1995 to 2006, and by Province 1995 to 2004.* Catalogue No. 88E0006XIE2006009 (for GERD for Yukon, Northwest Territories, Nunavut).

CANSIM II, Table 384-0002 (Territorial GDP).

Table D.4.3

Percentage of total R&D by sector, Canada and jurisdictions, G-7, leading OECD countries, 2004

	Government	Federal	Provincial	Business enterprise	University[1]	Private non-profit	All sectors
				percentage			
Canada	**9.3**	**8.0**	**1.3**	**55.5**	**34.8**	**0.4**	**100.0**
Newfoundland and Labrador	**16.6**	13.6	3.0	15.4	68.0	0.0	**100.0**
Prince Edward Island	**25.0**	25.0	0.0	15.0	60.0	0.0	**100.0**
Nova Scotia	**19.5**	18.2	1.3	19.9	59.9	0.7	**100.0**
New Brunswick	**13.5**	11.7	1.8	33.8	51.4	1.3	**100.0**
Quebec[2]	**5.6**	4.5	1.1	60.2	34.2	0.0	**100.0**
Ontario[2]	**3.6**	2.8	0.8	63.6	32.7	0.1	**100.0**
Manitoba	**14.8**	14.0	0.8	31.8	50.3	3.1	**100.0**
Saskatchewan	**15.9**	12.8	3.1	26.3	57.8	0.0	**100.0**
Alberta	**10.9**	5.4	5.5	43.4	43.8	1.9	**100.0**
British Columbia	**4.6**	4.0	0.6	57.3	36.4	1.7	**100.0**
Yukon, Northwest Territories and Nunavut[3]	**66.7**	66.7	0.0	33.3	0.0	0.0	**100.0**
G-7							
Canada	**9.3**	**8.0**	**1.3**	**55.5**	**34.8**	**0.4**	**100.0**
France	**16.7** [p]	..	..	62.9 [p]	19.1 [p]	1.3 [p]	**100.0**
Germany[4]	**13.2**	..	..	70.4	16.3	..	**100.0**
Italy[4, 6 and 7]	**17.5**	..	..	47.3	33.9	1.4	**100.0**
Japan	**9.5**	..	..	75.2	13.4	1.9	**100.0**
United Kingdom[7]	**9.7**	..	..	65.7	21.4	3.2	**100.0**
United States[5]	**12.2** [p]	..	..	70.1 [p]	13.6 [p]	4.1 [p]	**100.0**
Leading OECD countries							
Finland	**9.5**	..	..	70.1	19.8	0.6	**100.0**
Iceland[7]	**24.8**	..	..	51.8	21.3	2.1	**100.0**
Sweden[4, 6 and 7]	**3.5**	..	..	74.1	22.0	0.4	**100.0**
Total OECD	**12.5** [p]	..	..	**67.9** [p]	**17.1** [p]	**2.5** [p]	**100.0**

1. OECD guidelines request that R&D in the entire postsecondary sector be reported; however, data for Canada are limited to R&D activities in universities and affiliated institutions as data on R&D in colleges and similar institutions are not being collected as part of the current data program at Statistics Canada.
2. Quebec and Ontario figures exclude federal government expenditures allocated in the National Capital Region. Canada includes federal government expenditures contributed in the National Capital Region.
3. Data not available by individual territory.
4. Government category includes private non-profit.
5. Government category includes federal or central government only. Business enterpise, postsecondary and private non-profit categories exclude most or all capital expenditures.
6. Data for Italy and Sweden are for 2003. Government, postsecondary, and private non-profit categories, exclude most or all capital expenditures.
7. Data for 2003.

Sources: Statistics Canada. *Estimates of Canadian Research and Development Expenditures (GERD), Canada, 1995 to 2006, and by Province 1995 to 2004.* Catalogue No. 88E0006XIE2006009.
OECD Main Science and Technology Indicators, 2006 No. 1, June 2006, Tables 17-20.

Table D.4.4

Expenditures on R&D, and percentage change, Canada and provinces, 1991, 2000, 2002, 2003 and 2004 (in real 2001 dollars)

Jurisdiction and R&D contributing sector	1991	2000	2002	2003	2004	percentage change 1991/2004
	millions of dollars	millions of dollars	millions of dollars	millions of dollars	millions of dollars	
Canada, total	**12,556**	**20,814**	**23,299**	**23,331**	**24,189**	**93**
Government	**2,347**	**2,362**	**2,479**	**2,299**	**2,241**	**-5**
Federal government	**1,965**	**2,104**	**2,168**	**1,997**	**1,938**	**-1**
Provincial governments	**382**	**258**	**312**	**302**	**303**	**-21**
Business enterprise	**6,245**	**12,536**	**13,378**	**13,138**	**13,434**	**115**
University	**3,835**	**5,859**	**7,379**	**7,806**	**8,407**	**119**
Private non-profit	**128**	**58**	**62**	**88**	**108**	**-16**
Newfoundland and Labrador, total	**129**	**138**	**153**	**162**	**150**	**17**
Government	47	35	37	27	25	-48
Federal government	43	30	32	22	20	-52
Provincial government	5	5	5	5	4	-9
Business enterprise	12	20	21	25	23	90
University	69	83	95	110	102	47
Private non-profit	0	0	0	0	0	0
Prince Edward Island, total	**18**	**37**	**30**	**42**	**37**	**102**
Government	12	16	8	11	9	-19
Federal government	12	16	8	11	9	-19
Provincial government	0	0	0	0	0	0
Business enterprise	2	5	4	7	6	142
University	5	15	19	24	22	385
Private non-profit	0	0	0	0	0	0
Nova Scotia, total	**276**	**370**	**403**	**388**	**412**	**49**
Government	99	96	82	67	80	-19
Federal government	93	90	76	62	75	-20
Provincial government	6	6	6	6	6	-4
Business enterprise	30	68	95	73	82	175
University	146	204	224	246	247	69
Private non-profit	1	2	2	2	3	141
New Brunswick, total	**143**	**163**	**221**	**215**	**217**	**52**
Government	47	30	51	34	29	-38
Federal government	44	27	47	30	25	-42
Provincial government	4	3	4	4	4	10
Business enterprise	35	41	65	61	73	107
University	59	90	101	117	111	88
Private non-profit	1	2	3	3	3	148
Quebec, total	**3,250**	**5,762**	**6,543**	**6,635**	**6,705**	**106**
Government	335	414	444	381	376	12
Federal government	246	355	363	302	300	22
Provincial government	89	59	81	79	77	-13
Business enterprise	1,725	3,694	4,058	3,996	4,034	134
University	1,170	1,651	2,037	2,256	2,291	96
Private non-profit	19	2	3	3	4	-81
Ontario, total	**5,157**	**9,676**	**10,251**	**10,484**	**11,060**	**114**
Government	420	389	392	422	392	-7
Federal government	280	318	317	338	310	11
Provincial government	140	72	74	84	81	-42
Business enterprise	3,298	6,936	6,918	6,979	7,037	113
University	1,353	2,344	2,933	3,072	3,620	168
Private non-profit	86	6	9	12	11	-87

Table D.4.4

Expenditures on R&D, and percentage change, Canada and provinces, 1991, 2000, 2002, 2003 and 2004 (in real 2001 dollars) (concluded)

Jurisdiction and R&D contributing sector	1991	2000	2002	2003	2004	percentage change 1991/2004
	millions of dollars	millions of dollars	millions of dollars	millions of dollars	millions of dollars	
Manitoba, total	**331**	**422**	**456**	**440**	**484**	**46**
Government	114	74	73	65	72	-37
Federal government	111	71	70	61	68	-38
Provincial government	3	3	3	4	4	7
Business enterprise	75	136	147	132	154	107
University	133	194	220	231	244	83
Private non-profit	9	19	16	13	15	60
Saskatchewan, total	**273**	**372**	**417**	**371**	**374**	**37**
Government	77	71	61	61	59	-23
Federal government	64	61	51	51	48	-26
Provincial government	13	10	10	10	12	-9
Business enterprise	68	75	108	79	98	45
University	127	225	248	231	216	70
Private non-profit	0	0	0	0	0	0
Alberta, total	**1,101**	**1,373**	**1,778**	**1,710**	**1,828**	**66**
Government	208	195	206	176	199	-5
Federal government	109	119	95	81	98	-10
Provincial government	99	76	111	95	101	2
Business enterprise	487	599	804	738	794	63
University	406	562	748	771	800	97
Private non-profit	0	17	21	24	35	...
British Columbia, total	**971**	**1,633**	**1,957**	**1,983**	**2,141**	**121**
Government	155	137	120	91	98	-37
Federal government	119	112	99	78	85	-28
Provincial government	36	25	21	14	12	-66
Business enterprise	432	983	1,091	1,096	1,228	184
University	376	502	736	763	779	107
Private non-profit	7	10	10	32	37	391

Notes: Real expenditures have been calculated by deflating the expenditures estimates using the GDP implicit price index re-referenced to 2001=100. 1991, 2000, 2002, and 2003 are revised.

Sources: Statistics Canada. *Estimates of Canadian Research and Development Expenditure (GERD), Canada, 1995 to 2006, and by Province 1995 to 2004.* Catalogue No. 88E0006XIE2006009.
CANSIM II Table 358-0001 (1991 expenditures).
CANSIM II Table 384-0036 (GDP implicit price index).

Table D.4.5

Sources of funds for university R&D expenditures in millions of real 2001 dollars and as a percentage of total funding, Canada and provinces, 1991, 1995, 2000, 2002[1], 2003 and 2004

Jurisdiction and source of R&D funds	1991		1995		2000	
	dollars	percentage of total	dollars	percentage of total	dollars	percentage of total
Canada, total	**3,835.6**	**100.0**	**4,052.0**	**100.0**	**5,859.2**	**100.0**
Business enterprise	267.3	7.0	325.7	8.0	559.7	9.6
Federal government	948.4	24.7	938.3	23.2	1,307.5	22.3
Provincial governments	336.9	8.8	354.8	8.8	593.9	10.1
Private non-profit	250.9	6.5	291.8	7.2	423.0	7.2
Foreign sources	12.8	0.3	26.7	0.7	50.2	0.9
University	2,019.3	52.6	2,114.9	52.2	2,925.0	49.9
From own revenue sources	533.0	13.9	697.2	17.2	1,299.4	22.2
From general university funds[2]	1,485.8	38.7	1,417.6	35.0	1,625.7	27.7
Newfoundland and Labrador, total	**70.0**	**100.0**	**67.8**	**100.0**	**83.6**	**100.0**
Business enterprise	2.2	3.1	4.4	6.5	6.9	8.3
Federal government	20.1	28.7	17.3	25.5	23.4	27.9
Provincial government	1.2	1.7	3.9	5.8	1.5	1.8
Private non-profit	6.0	8.5	1.2	1.7	1.3	1.6
Foreign sources	0.0	0.0	0.3	0.5	0.0	0.0
University	40.6	58.1	40.6	59.9	50.5	60.4
Prince Edward Island, total	**5.9**	**100.0**	**4.2**	**100.0**	**16.2**	**100.0**
Business enterprise	0.1	2.0	0.5	10.8	0.6	3.8
Federal government	1.8	31.4	0.9	21.6	2.8	17.2
Provincial government	0.0	0.2	0.3	8.1	0.7	4.5
Private non-profit	0.3	5.9	0.3	8.1	1.0	6.4
Foreign sources	0.0	0.0	0.0	0.0	0.0	0.0
University	3.5	58.8	2.2	51.4	11.0	68.2
Nova Scotia, total	**146.6**	**100.0**	**128.7**	**100.0**	**203.6**	**100.0**
Business enterprise	5.6	3.8	8.6	6.7	20.2	9.9
Federal government	52.2	35.6	34.1	26.5	40.6	20.0
Provincial government	8.1	5.5	3.3	2.6	7.9	3.9
Private non-profit	4.7	3.2	4.9	3.8	10.7	5.3
Foreign sources	0.0	0.0	1.4	1.1	1.7	0.9
University	75.8	51.7	76.4	59.4	122.4	60.1
New Brunswick, total	**58.7**	**100.0**	**60.9**	**100.0**	**89.4**	**100.0**
Business enterprise	5.0	8.5	4.8	7.8	4.3	4.8
Federal government	14.5	24.7	15.1	24.7	15.4	17.2
Provincial government	3.9	6.6	4.0	6.6	2.3	2.6
Private non-profit	2.4	4.0	3.4	5.5	4.9	5.4
Foreign sources	0.0	0.0	0.3	0.5	0.6	0.7
University	32.9	56.1	33.4	54.8	62.0	69.4
Quebec, total	**1,169.9**	**100.0**	**1,199.9**	**100.0**	**1,652.0**	**100.0**
Business enterprise	142.1	12.1	100.9	8.4	146.9	8.9
Federal government	239.0	20.4	246.1	20.5	378.2	22.9
Provincial government	94.9	8.1	127.2	10.6	169.0	10.2
Private non-profit	70.0	6.0	67.6	5.6	98.7	6.0
Foreign sources	4.4	0.4	9.3	0.8	12.1	0.7
University	619.3	52.9	648.8	54.1	847.4	51.3
Ontario, total	**1,353.2**	**100.0**	**1,537.8**	**100.0**	**2,343.3**	**100.0**
Business enterprise	66.0	4.9	128.5	8.4	253.5	10.8
Federal government	332.8	24.6	347.4	22.6	510.7	21.8
Provincial government	134.0	9.9	133.3	8.7	238.0	10.2
Private non-profit	96.4	7.1	128.8	8.4	205.9	8.8
Foreign sources	1.8	0.1	6.4	0.4	22.9	1.0
University	722.2	53.4	793.4	51.6	1,112.3	47.5

Table D.4.5

Sources of funds for university R&D expenditures in millions of real 2001 dollars and as a percentage of total funding, Canada and provinces, 1991, 1995, 2000, 2002[1], 2003 and 2004 (continued)

Jurisdiction and source R&D funds	1991		1995		2000	
	dollars	percentage of total	dollars	percentage of total	dollars	percentage of total
Manitoba, total	**132.5**	**100.0**	**124.4**	**100.0**	**194.2**	**100.0**
Business enterprise	3.7	2.8	4.6	3.7	15.4	7.9
Federal government	33.3	25.1	29.2	23.4	43.0	22.2
Provincial government	5.8	4.4	5.6	4.5	14.6	7.5
Private non-profit	15.5	11.7	14.8	11.9	17.0	8.8
Foreign sources	2.7	2.0	2.1	1.7	2.4	1.2
University	71.6	54.0	68.2	54.8	101.7	52.4
Saskatchewan, total	**127.1**	**100.0**	**125.8**	**100.0**	**225.7**	**100.0**
Business enterprise	4.4	3.5	7.8	6.2	10.1	4.5
Federal government	32.9	25.9	25.0	19.8	53.4	23.7
Provincial government	14.5	11.4	13.5	10.7	39.4	17.4
Private non-profit	4.8	3.8	6.3	5.0	8.2	3.6
Foreign sources	0.3	0.2	0.6	0.4	0.4	0.2
University	70.2	55.2	72.5	57.7	114.2	50.6
Alberta, total	**405.4**	**100.0**	**429.4**	**100.0**	**560.6**	**100.0**
Business enterprise	18.4	4.5	32.2	7.5	51.0	9.1
Federal government	97.3	24.0	120.0	27.9	116.1	20.7
Provincial government	50.8	12.5	47.9	11.2	94.1	16.8
Private non-profit	30.3	7.5	35.6	8.3	35.1	6.3
Foreign sources	1.4	0.3	1.3	0.3	3.4	0.6
University	207.3	51.1	192.4	44.8	261.0	46.6
British Columbia, total	**375.6**	**100.0**	**386.8**	**100.0**	**502.7**	**100.0**
Business enterprise	17.5	4.7	33.9	8.8	52.2	10.4
Federal government	129.8	34.6	110.6	28.6	126.4	25.1
Provincial government	25.9	6.9	18.3	4.7	27.5	5.5
Private non-profit	21.3	5.7	30.2	7.8	41.2	8.2
Foreign sources	2.5	0.7	4.6	1.2	7.0	1.4
University	178.4	47.5	189.2	48.9	248.3	49.4

Table D.4.5

Sources of funds for university R&D expenditures in millions of real 2001 dollars and as a percentage of total funding, Canada and provinces, 1991, 1995, 2000, 2002[1], 2003 and 2004 (continued)

Jurisdiction and source of R&D funds	2002		2003		2004		1991/2004
	dollars	percentage of total	dollars	percentage of total	dollars	percentage of total	percentage change
Canada, total	**7,379.2**	**100.0**	**7,806.7**	**100.0**	**8,406.7**	**100.0**	**119.2**
Business enterprise	636.6	8.6	651.0	8.3	691.3	8.2	158.6
Federal government	1,798.2	24.4	2,091.5	26.8	2,173.9	25.9	129.2
Provincial governments	820.1	11.1	976.0	12.5	966.5	11.5	186.9
Private non-profit	598.3	8.1	574.6	7.4	647.9	7.7	158.2
Foreign sources	99.5	1.3	72.7	0.9	89.0	1.1	594.0
University	3,426.5	46.4	3,441.0	44.1	3,838.0	45.7	90.1
From own revenue sources	1,416.3	19.2	1,636.1	21.0	1,747.5	20.8	227.8
From general university funds[2]	2,010.2	27.2	1,804.9	23.1	2,090.6	24.9	40.7
Newfoundland and Labrador, total	**94.7**	**100.0**	**110.3**	**100.0**	**102.3**	**100.0**	**46.2**
Business enterprise	9.9	10.5	9.4	8.5	14.6	14.3	565.8
Federal government	28.9	30.5	34.0	30.9	31.2	30.5	55.5
Provincial government	1.3	1.4	0.8	0.7	0.9	0.9	-26.9
Private non-profit	1.8	1.9	4.4	3.9	2.0	1.9	-67.2
Foreign sources	0.0	0.0	0.0	0.0	0.0	0.0	0.0
University	52.7	55.7	61.8	56.0	53.5	52.4	31.7
Prince Edward Island, total	**18.3**	**100.0**	**24.1**	**100.0**	**22.6**	**100.0**	**283.3**
Business enterprise	0.5	2.7	0.4	1.6	0.7	3.3	546.2
Federal government	4.2	23.0	6.3	26.2	6.5	28.9	253.4
Provincial government	0.4	2.1	0.6	2.4	0.4	1.6	3,130.8
Private non-profit	0.9	4.8	1.4	6.0	0.7	3.3	115.4
Foreign sources	0.0	0.0	0.0	0.0	0.0	0.0	0.0
University	12.3	67.4	15.5	64.3	14.3	63.2	311.9
Nova Scotia, total	**224.9**	**100.0**	**245.8**	**100.0**	**246.2**	**100.0**	**67.9**
Business enterprise	20.9	9.3	20.4	8.3	21.0	8.5	272.3
Federal government	51.9	23.1	56.9	23.2	67.5	27.4	29.2
Provincial government	6.9	3.1	6.5	2.6	7.3	3.0	-9.3
Private non-profit	17.5	7.8	22.3	9.1	20.0	8.1	323.4
Foreign sources	1.4	0.6	0.9	0.4	0.0	0.0	0.0
University	126.4	56.2	138.8	56.5	130.3	53.0	71.8
New Brunswick, total	**101.0**	**100.0**	**116.3**	**100.0**	**111.5**	**100.0**	**90.1**
Business enterprise	2.8	2.7	4.1	3.5	3.9	3.5	-21.3
Federal government	20.6	20.4	29.7	25.5	30.1	27.0	107.6
Provincial government	2.3	2.3	3.8	3.2	3.3	3.0	-14.8
Private non-profit	6.1	6.1	7.1	6.1	5.4	4.8	127.3
Foreign sources	0.7	0.7	0.1	0.1	0.2	0.1	...
University	68.4	67.7	71.6	61.5	68.7	61.6	108.6
Quebec, total	**2,037.7**	**100.0**	**2,255.5**	**100.0**	**2,291.4**	**100.0**	**95.9**
Business enterprise	172.2	8.5	179.8	8.0	168.5	7.3	18.6
Federal government	519.4	25.5	620.9	27.5	608.5	26.6	154.6
Provincial government	257.1	12.6	320.8	14.2	297.9	13.0	214.0
Private non-profit	167.9	8.2	159.2	7.1	160.5	7.0	129.2
Foreign sources	25.7	1.3	14.8	0.7	17.5	0.8	295.5
University	895.4	43.9	960.1	42.6	1,038.4	45.3	67.7
Ontario, total	**2,933.4**	**100.0**	**3,072.1**	**100.0**	**3,619.9**	**100.0**	**167.5**
Business enterprise	289.1	9.9	283.5	9.2	371.7	10.3	463.0
Federal government	670.8	22.9	796.4	25.9	862.9	23.8	159.3
Provincial government	301.3	10.3	344.1	11.2	369.2	10.2	175.6
Private non-profit	234.4	8.0	234.6	7.6	267.0	7.4	176.9
Foreign sources	51.0	1.7	41.9	1.4	58.4	1.6	3,167.9
University	1,386.7	47.3	1,371.7	44.7	1,690.7	46.7	134.1

Table D.4.5

Sources of funds for university R&D expenditures in millions of real 2001 dollars and as a percentage of total funding, Canada and provinces, 1991, 1995, 2000, 2002[1], 2003 and 2004 (concluded)

Jurisdiction and source of R&D funds	2002		2003		2004		1991/2004
	dollars	percentage of total	dollars	percentage of total	dollars	percentage of total	percentage change
Manitoba, total	**219.5**	**100.0**	**230.9**	**100.0**	**243.2**	**100.0**	**83.5**
Business enterprise	17.6	8.0	18.8	8.1	15.3	6.3	310.7
Federal government	54.5	24.8	60.4	26.1	67.3	27.7	102.0
Provincial government	15.5	7.0	15.3	6.6	17.6	7.2	202.9
Private non-profit	24.0	10.9	24.0	10.4	27.1	11.1	74.7
Foreign sources	2.2	1.0	1.7	0.8	1.4	0.6	-47.7
University	105.8	48.2	110.7	48.0	114.5	47.1	59.9
Saskatchewan, total	**249.2**	**100.0**	**230.8**	**100.0**	**217.0**	**100.0**	**70.8**
Business enterprise	15.3	6.1	16.7	7.2	16.1	7.4	265.6
Federal government	54.5	21.9	60.1	26.1	57.4	26.5	74.3
Provincial government	34.3	13.8	28.1	12.2	24.6	11.3	69.4
Private non-profit	20.6	8.3	11.0	4.8	11.0	5.1	129.4
Foreign sources	0.1	0.0	0.7	0.3	0.1	0.0	-64.8
University	124.4	49.9	114.2	49.5	107.9	49.7	53.8
Alberta, total	**747.6**	**100.0**	**772.1**	**100.0**	**799.9**	**100.0**	**97.3**
Business enterprise	45.7	6.1	55.9	7.2	52.6	6.6	185.6
Federal government	185.7	24.8	206.1	26.7	182.8	22.9	87.9
Provincial government	125.2	16.7	170.4	22.1	206.4	25.8	306.2
Private non-profit	53.5	7.2	41.3	5.3	44.3	5.5	46.4
Foreign sources	7.0	0.9	5.6	0.7	4.8	0.6	244.5
University	330.5	44.2	292.7	37.9	308.9	38.6	49.0
British Columbia, total	**736.5**	**100.0**	**763.0**	**100.0**	**779.2**	**100.0**	**107.5**
Business enterprise	60.1	8.2	63.7	8.3	29.7	3.8	69.9
Federal government	204.5	27.8	224.8	29.5	266.9	34.2	105.6
Provincial government	75.0	10.2	85.0	11.1	36.1	4.6	39.2
Private non-profit	69.9	9.5	71.1	9.3	113.4	14.6	431.2
Foreign sources	10.9	1.5	7.2	0.9	7.5	1.0	202.3
University	316.0	42.9	311.2	40.8	325.6	41.8	82.5

1. 1991, 1995, and 2000 data are revised.
2. Data on general university funds are not available at the provincial level.

Note: Sources of funds in real dollars have been calculated by deflating the estimates using the GDP implicit price index re-referenced to 2001=100.

Sources: Statistics Canada. Science, Innovation and Electronic Information Division. Science and Technology Surveys Section.
CANSIM II Table 384-0036 (GDP implicit price index).

Table D.5.1

Comparison of provinces and territories based on average proficiency scores, by literacy domain, population aged 16 and over, 2003

	Average score	Standard error	Confidence interval – 95% upper limit	Confidence interval – 95% lower limit
Prose proficiency				
Canada	**272**	**(0.7)**	**274**	**271**
Newfoundland and Labrador	263	(2.0)	267	259
Prince Edward Island	272	(2.6)	277	267
Nova Scotia	276	(1.9)	280	273
New Brunswick	264	(2.1)	268	260
Quebec	266	(1.2)	269	264
Ontario	270	(1.4)	273	267
Manitoba	274	(1.7)	277	270
Saskatchewan	283	(2.2)	287	279
Alberta	283	(1.9)	286	279
British Columbia	281	(1.2)	283	279
Yukon	292	(1.7)	296	289
Northwest Territories	275	(2.4)	280	271
Nunavut	230	(2.5)	235	225
Document proficiency				
Canada	**271**	**(0.6)**	**272**	**270**
Newfoundland and Labrador	261	(2.0)	265	257
Prince Edward Island	270	(2.8)	276	265
Nova Scotia	274	(1.8)	278	271
New Brunswick	261	(2.4)	265	256
Quebec	263	(1.4)	266	260
Ontario	270	(1.3)	272	267
Manitoba	273	(1.5)	276	270
Saskatchewan	282	(2.2)	286	278
Alberta	283	(1.8)	287	279
British Columbia	282	(1.4)	284	279
Yukon	290	(2.0)	294	286
Northwest Territories	275	(2.1)	279	271
Nunavut	232	(3.0)	238	226

Tables D5

Table D.5.1

Comparison of provinces and territories based on average proficiency scores, by literacy domain, population aged 16 and over, 2003 (concluded)

	Average score	Standard error	Confidence interval – 95% upper limit	Confidence interval – 95% lower limit
Numeracy				
Canada	**263**	**(0.8)**	**265**	**262**
Newfoundland and Labrador	251	(2.0)	255	247
Prince Edward Island	260	(2.5)	265	255
Nova Scotia	262	(1.6)	265	259
New Brunswick	252	(2.4)	257	247
Quebec	259	(1.3)	262	257
Ontario	261	(1.5)	264	258
Manitoba	262	(1.6)	265	259
Saskatchewan	272	(2.0)	276	268
Alberta	274	(1.8)	277	270
British Columbia	272	(1.3)	274	269
Yukon	280	(1.8)	283	276
Northwest Territories	265	(2.1)	269	260
Nunavut	219	(3.1)	225	213
Problem solving				
Canada	**266**	**(1.0)**	**267**	**264**
Newfoundland and Labrador	255	(1.9)	259	251
Prince Edward Island	262	(2.0)	266	259
Nova Scotia	267	(2.0)	271	263
New Brunswick	257	(2.3)	261	253
Quebec	262	(1.3)	265	259
Ontario	263	(1.6)	266	260
Manitoba	266	(1.7)	269	263
Saskatchewan	274	(2.2)	278	270
Alberta	274	(2.0)	278	270
British Columbia	274	(1.4)	277	271
Yukon	282	(2.0)	286	278
Northwest Territories	265	(1.9)	269	262
Nunavut	225	(2.5)	230	220

Source: International Adult Literacy and Skills Survey, 2003, Statistics Canada.

Table D.5.2

Literacy levels for prose proficiency, by urban/rural status, Canada and jurisdictions, population aged 16 and over, 2003

	Prose proficiency							
	Level 1		Level 2		Level 3		Level 4/5	
	percentage	Standard error	percentage	Standard error	percentage	Standard error	percentage	Standard error
Total								
Canada	**19.9**	**(0.5)**	**27.8**	**(0.7)**	**35.4**	**(0.8)**	**17.0**	**(0.7)**
Newfoundland and Labrador	24.0	(1.5)	30.8	(1.7)	32.8	(1.5)	12.4	(0.9)
Prince Edward Island	19.9	(1.6)	29.6	(2.0)	34.0	(2.5)	16.6	(2.1)
Nova Scotia	17.3	(1.4)	27.5	(1.6)	38.4	(2.1)	16.8	(1.6)
New Brunswick	22.7	(1.6)	33.3	(2.2)	31.6	(2.2)	12.4	(2.0)
Quebec	22.3	(1.1)	32.3	(1.4)	32.8	(1.1)	12.6	(0.8)
Ontario	21.3	(0.9)	26.7	(1.4)	35.0	(1.8)	17.0	(1.7)
Manitoba	18.2	(1.2)	28.1	(1.7)	37.2	(2.1)	16.5	(1.3)
Saskatchewan	13.5	(1.4)	26.6	(2.1)	38.9	(2.4)	21.0	(2.3)
Alberta	13.6	(1.1)	25.9	(2.0)	39.6	(2.2)	21.0	(1.6)
British Columbia	17.3	(0.8)	22.7	(1.7)	37.2	(2.1)	22.9	(1.7)
Yukon	10.5	(1.5)	22.9	(1.9)	39.3	(3.4)	27.3	(2.7)
Northwest Territories	19.3	(1.9)	25.8	(1.7)	35.1	(2.7)	19.8	(1.8)
Nunavut	47.2	(1.9)	25.8	(2.2)	19.5	(2.6)	7.5 [E]	(1.3)
Urban								
Canada	**20.1**	**(0.5)**	**27.4**	**(0.8)**	**35.1**	**(0.9)**	**17.5**	**(0.7)**
Newfoundland and Labrador	20.4	(1.9)	30.0	(2.3)	35.3	(2.2)	14.3	(1.3)
Prince Edward Island	23.6	(2.0)	27.4	(3.1)	33.4	(3.4)	15.6 [E]	(2.9)
Nova Scotia	15.8	(1.5)	25.8	(2.1)	39.9	(3.2)	18.4	(2.2)
New Brunswick	19.0	(2.1)	31.3	(3.7)	34.7	(3.5)	14.9 [E]	(3.4)
Quebec	21.3	(1.3)	32.0	(1.4)	33.4	(1.4)	13.4	(0.8)
Ontario	22.3	(1.0)	27.0	(1.4)	34.1	(1.9)	16.7	(1.8)
Manitoba	18.4	(1.4)	26.4	(2.3)	37.8	(2.4)	17.4	(1.7)
Saskatchewan	12.9	(1.8)	25.3	(2.5)	37.6	(3.8)	24.2	(3.4)
Alberta	13.9	(1.3)	25.4	(2.6)	39.4	(2.7)	21.3	(1.7)
British Columbia	18.4	(0.9)	21.9	(1.7)	36.3	(2.6)	23.5	(2.1)
Yukon	9.7 [E]	(2.3)	23.2	(2.9)	39.7	(4.2)	27.3	(3.1)
Northwest Territories	11.7	(1.9)	24.0	(2.5)	39.7	(3.7)	24.6	(2.5)
Nunavut	36.4	(3.3)	27.8	(3.0)	25.1 [E]	(4.2)	10.8 [E]	(2.2)
Rural								
Canada	**19.0**	**(1.0)**	**29.5**	**(1.1)**	**36.5**	**(1.5)**	**15.0**	**(1.2)**
Newfoundland and Labrador	30.1	(3.0)	32.2	(2.9)	28.6	(2.7)	9.1 [E]	(1.7)
Prince Edward Island	16.6	(2.1)	31.5	(3.1)	34.5	(3.9)	17.5 [E]	(3.4)
Nova Scotia	19.3	(1.9)	29.5	(2.2)	36.5	(2.8)	14.7	(2.1)
New Brunswick	26.7	(2.5)	35.4	(2.8)	28.2	(3.1)	9.7 [E]	(2.1)
Quebec	27.1	(2.4)	34.0	(3.9)	29.9	(2.8)	9.0	(1.5)
Ontario	15.6	(2.2)	25.3	(2.8)	40.5	(4.5)	18.6 [E]	(3.3)
Manitoba	17.4 [E]	(3.1)	33.7	(3.8)	35.2	(4.6)	13.7	(2.2)
Saskatchewan	14.6 [E]	(2.9)	29.1	(4.5)	41.5	(4.3)	14.8 [E]	(3.1)
Alberta	11.7 [E]	(3.1)	28.9	(4.7)	40.4	(6.5)	19.0 [E]	(4.0)
British Columbia	11.6 [E]	(2.4)	26.9	(3.8)	41.8	(4.3)	19.7	(3.1)
Yukon	11.8	(1.8)	22.4	(3.4)	38.6	(5.9)	27.3	(3.9)
Northwest Territories	34.8	(3.3)	29.4	(3.8)	25.8 [E]	(4.6)	10.0 [E]	(2.5)
Nunavut	57.6	(2.6)	24.0	(3.1)	14.1 [E]	(2.5)	F	...

Note: An urban area has a minimum population concentration of 1,000 persons and a population density of at least 400 persons per square kilometre, based on the current census population count. All territory outside urban areas is classified as rural.

Source: International Adult Literacy and Skills Survey, 2003, Statistics Canada.

Table D.5.3

Literacy levels for prose proficiency, by age group and sex, Canada and jurisdictions, population aged 16 and over, 2003

	Prose proficiency							
	Level 1		Level 2		Level 3		Level 4/5	
Age group	percentage	Standard error	percentage	Standard error	percentage	Standard error	percentage	Standard error
Canada								
Both sexes	**19.9**	**(0.5)**	**27.8**	**(0.7)**	**35.4**	**(0.8)**	**17.0**	**(0.7)**
16 to 25	**9.5**	**(0.8)**	**28.3**	**(2.1)**	**40.6**	**(2.8)**	**21.6**	**(1.9)**
26 to 35	**9.5**	**(1.0)**	**24.0**	**(2.0)**	**41.9**	**(2.1)**	**24.6**	**(1.8)**
36 to 45	**14.7**	**(1.2)**	**26.7**	**(1.7)**	**38.2**	**(2.0)**	**20.3**	**(1.6)**
46 to 55	**15.9**	**(0.9)**	**27.8**	**(1.3)**	**38.7**	**(1.4)**	**17.6**	**(1.0)**
56 to 65	**26.9**	**(1.7)**	**30.9**	**(1.8)**	**31.8**	**(1.8)**	**10.4**	**(1.2)**
66 and over	**51.5**	**(2.4)**	**30.6**	**(2.0)**	**15.7**	**(1.3)**	**2.2** E	**(0.6)**
Males	**19.9**	**(0.7)**	**28.6**	**(1.3)**	**36.0**	**(1.4)**	**15.5**	**(1.0)**
16 to 25	11.4	(1.2)	30.7	(3.1)	41.1	(3.5)	16.8	(1.9)
26 to 35	9.2	(1.2)	24.0	(2.9)	42.7	(3.1)	24.1	(2.6)
36 to 45	16.2	(2.0)	27.8	(2.7)	37.4	(3.5)	18.6	(2.6)
46 to 55	17.2	(1.3)	29.3	(2.4)	38.5	(2.8)	15.0	(1.4)
56 to 65	28.2	(2.8)	31.2	(3.4)	31.7	(2.7)	9.0 E	(1.7)
66 and over	49.3	(3.6)	29.9	(3.2)	17.7	(2.0)	F	...
Females	**19.8**	**(0.7)**	**26.9**	**(1.1)**	**34.7**	**(1.0)**	**18.5**	**(0.7)**
16 to 25	7.5 E	(1.4)	25.7	(2.9)	40.2	(3.1)	26.7	(2.9)
26 to 35	9.9	(1.4)	23.9	(2.5)	41.0	(2.8)	25.2	(2.3)
36 to 45	13.2	(1.3)	25.6	(2.6)	39.1	(2.5)	22.1	(1.6)
46 to 55	14.7	(1.4)	26.3	(1.7)	38.8	(2.2)	20.2	(1.7)
56 to 65	25.6	(2.4)	30.7	(1.9)	32.0	(2.4)	11.7	(1.6)
66 and over	53.1	(2.9)	31.1	(2.4)	14.2	(1.6)	1.5 E	(0.4)
Newfoundland and Labrador								
Both sexes	**24.0**	**(1.5)**	**30.8**	**(1.7)**	**32.8**	**(1.5)**	**12.4**	**(0.9)**
16 to 25	8.2 E	(2.3)	34.3	(5.7)	41.5	(6.2)	16.0 E	(3.8)
26 to 35	8.7 E	(2.4)	24.0	(3.8)	46.7	(3.8)	20.6 E	(4.7)
36 to 45	18.0 E	(3.5)	32.0	(4.4)	35.4	(3.7)	14.5	(1.8)
46 to 55	24.4	(2.9)	35.0	(4.0)	29.3	(3.2)	11.2 E	(2.7)
56 to 65	37.5	(4.5)	32.1	(4.5)	24.2	(3.9)	F	...
66 and over	59.4	(4.3)	25.7	(3.8)	13.2 E	(4.3)	x	...
Males	**27.9**	**(2.8)**	**31.8**	**(3.3)**	**31.0**	**(2.5)**	**9.3** E	**(1.6)**
16 to 25	F	...	41.7 E	(9.9)	38.4 E	(9.2)	F	...
26 to 35	F	...	23.0 E	(6.7)	48.0	(7.4)	F	...
36 to 45	22.5 E	(5.6)	36.7 E	(6.6)	32.1	(4.7)	8.7 E	(2.6)
46 to 55	29.0 E	(5.3)	35.4 E	(6.3)	26.0 E	(5.3)	F	...
56 to 65	43.1 E	(7.9)	27.8 E	(7.1)	22.6 E	(6.3)	F	...
66 and over	65.8	(6.9)	19.8 E	(4.8)	F	...	x	...
Females	**20.3**	**(1.6)**	**29.9**	**(2.3)**	**34.5**	**(2.2)**	**15.3**	**(1.8)**
16 to 25	x	...	26.7 E	(7.0)	44.7 E	(8.2)	24.4 E	(6.6)
26 to 35	F	...	24.9	(3.9)	45.5	(6.1)	22.8 E	(7.4)
36 to 45	13.8 E	(3.2)	27.6	(3.8)	38.6	(5.0)	20.1	(3.1)
46 to 55	19.9 E	(5.0)	34.6	(4.9)	32.6	(4.4)	12.9 E	(3.6)
56 to 65	32.0	(4.9)	36.4	(5.5)	25.9 E	(5.9)	F	...
66 and over	54.2	(5.6)	30.4 E	(6.0)	F	...	x	...

Table D.5.3

Literacy levels for prose proficiency, by age group and sex, Canada and jurisdictions, population aged 16 and over, 2003 (continued)

	Prose proficiency							
	Level 1		Level 2		Level 3		Level 4/5	
Age group	percentage	Standard error	percentage	Standard error	percentage	Standard error	percentage	Standard error
Prince Edward Island								
Both sexes	**19.9**	**(1.6)**	**29.6**	**(2.0)**	**34.0**	**(2.5)**	**16.6**	**(2.1)**
16 to 25	F	...	32.1 E	(6.2)	31.0 E	(6.0)	22.7 E	(5.1)
26 to 35	x	...	24.4 E	(7.2)	47.1 E	(9.0)	24.0 E	(7.7)
36 to 45	14.1 E	(3.5)	28.0 E	(5.2)	38.4 E	(6.7)	19.5 E	(6.0)
46 to 55	15.7 E	(4.0)	25.1 E	(4.6)	40.2	(4.6)	19.0 E	(5.0)
56 to 65	24.1 E	(5.9)	36.7 E	(6.6)	31.9 E	(5.7)	F	...
66 and over	53.8	(4.9)	33.9	(5.4)	10.8 E	(2.8)	x	...
Males	**23.9**	**(3.0)**	**31.0**	**(3.6)**	**33.8**	**(3.6)**	**11.2 E**	**(2.3)**
16 to 25	F	...	37.6 E	(9.6)	F	...	F	...
26 to 35	x	...	F	...	49.0 E	(12.9)	F	...
36 to 45	21.4 E	(6.0)	28.0 E	(9.1)	39.8 E	(8.9)	F	...
46 to 55	F	...	F	...	40.0	(6.2)	F	...
56 to 65	29.2 E	(8.7)	37.4 E	(10.9)	F	...	x	...
66 and over	53.9 E	(10.4)	34.5 E	(8.7)	F	...	x	...
Females	**16.1**	**(1.4)**	**28.2**	**(4.1)**	**34.1**	**(3.8)**	**21.6 E**	**(3.6)**
16 to 25	F	...	26.6 E	(7.6)	31.7 E	(8.4)	F	...
26 to 35	x	...	F	...	45.3 E	(14.3)	F	...
36 to 45	F	...	28.0 E	(6.9)	37.0 E	(8.5)	F	...
46 to 55	F	...	27.7 E	(8.0)	40.3 E	(8.5)	24.3 E	(6.6)
56 to 65	F	...	36.1 E	(7.2)	40.0	(6.1)	x	...
66 and over	53.6	(7.4)	33.4 E	(9.0)	F	...	x	...
Nova Scotia								
Both sexes	**17.3**	**(1.4)**	**27.5**	**(1.6)**	**38.4**	**(2.1)**	**16.8**	**(1.6)**
16 to 25	10.0 E	(3.1)	28.5	(4.0)	43.7	(4.8)	17.8 E	(4.0)
26 to 35	F	...	19.3 E	(3.5)	51.7	(5.3)	24.0 E	(4.7)
36 to 45	12.3 E	(2.5)	24.8	(3.4)	40.4	(4.4)	22.5	(3.7)
46 to 55	13.7 E	(2.6)	27.2	(3.1)	39.5	(4.2)	19.6	(3.0)
56 to 65	19.5	(2.8)	34.8	(5.3)	34.7	(4.8)	11.0 E	(2.6)
66 and over	48.2	(4.8)	32.8	(4.2)	17.3	(2.7)	x	...
Males	**18.7**	**(2.1)**	**26.8**	**(2.1)**	**39.7**	**(2.7)**	**14.8**	**(2.0)**
16 to 25	F	...	32.7 E	(5.6)	46.5 E	(7.9)	F	...
26 to 35	x	...	20.9 E	(5.5)	56.6	(8.8)	F	...
36 to 45	16.8 E	(3.9)	25.0 E	(4.6)	37.5	(5.3)	20.7 E	(5.1)
46 to 55	18.2 E	(4.9)	27.4 E	(5.0)	36.4	(5.1)	18.1 E	(4.7)
56 to 65	20.1 E	(5.5)	31.0 E	(6.3)	37.0	(5.9)	12.0 E	(3.9)
66 and over	52.4	(6.7)	24.5 E	(5.2)	21.0 E	(4.8)	x	...
Females	**16.1**	**(2.0)**	**28.0**	**(3.1)**	**37.2**	**(2.5)**	**18.6**	**(2.1)**
16 to 25	F	...	24.1 E	(6.8)	40.9 E	(7.9)	23.2 E	(6.6)
26 to 35	F	...	17.9 E	(4.3)	47.1	(6.7)	29.1 E	(5.0)
36 to 45	8.1 E	(2.4)	24.6 E	(4.4)	43.1	(6.1)	24.2 E	(4.9)
46 to 55	9.3 E	(2.5)	26.9 E	(5.5)	42.7	(6.8)	21.1 E	(3.9)
56 to 65	19.0 E	(3.7)	38.5 E	(8.1)	32.4 E	(7.5)	F	...
66 and over	45.1	(6.0)	38.9	(6.1)	14.6 E	(3.4)	x	...

Table D.5.3

Literacy levels for prose proficiency, by age group and sex, Canada and jurisdictions, population aged 16 and over, 2003 (continued)

	Prose proficiency							
	Level 1		Level 2		Level 3		Level 4/5	
Age group	percentage	Standard error	percentage	Standard error	percentage	Standard error	percentage	Standard error
New Brunswick								
Both sexes	**22.7**	**(1.6)**	**33.3**	**(2.2)**	**31.6**	**(2.2)**	**12.4**	**(2.0)**
16 to 25	F	...	29.1 E	(7.0)	44.4 E	(8.3)	F	...
26 to 35	10.4 E	(3.0)	31.7 E	(6.3)	40.6	(6.5)	17.2 E	(5.0)
36 to 45	14.5	(2.4)	37.1	(4.6)	32.8	(5.2)	15.6 E	(3.5)
46 to 55	23.3 E	(4.3)	31.4 E	(5.8)	32.2	(5.1)	13.2 E	(3.6)
56 to 65	28.1 E	(5.4)	40.7	(5.7)	25.2 E	(6.3)	F	...
66 and over	58.7	(6.2)	30.4 E	(5.3)	F	...	x	...
Males	**25.3**	**(2.6)**	**33.2**	**(3.8)**	**30.4**	**(3.4)**	**11.2 E**	**(2.6)**
16 to 25	F	...	F	...	37.7 E	(12.2)	F	...
26 to 35	F	...	34.4 E	(9.2)	32.5 E	(7.8)	F	...
36 to 45	12.9 E	(3.9)	34.7 E	(7.7)	35.3 E	(8.4)	F	...
46 to 55	29.2 E	(6.6)	28.1 E	(6.9)	34.3 E	(7.4)	F	...
56 to 65	34.9 E	(7.8)	34.5 E	(7.6)	F	...	x	...
66 and over	58.9 E	(10.6)	30.5 E	(10.1)	F	...	x	...
Females	**20.3**	**(1.6)**	**33.4**	**(2.3)**	**32.8**	**(2.7)**	**13.5 E**	**(2.6)**
16 to 25	x	...	20.9 E	(5.2)	51.3 E	(11.1)	24.9 E	(8.0)
26 to 35	F	...	29.1 E	(7.6)	48.6 E	(9.8)	F	...
36 to 45	16.1 E	(5.3)	39.5	(6.6)	30.3 E	(7.7)	F	...
46 to 55	17.5 E	(4.0)	34.6 E	(8.3)	30.1 E	(7.7)	F	...
56 to 65	21.4 E	(7.1)	46.8 E	(8.7)	26.9 E	(6.5)	x	...
66 and over	58.6	(6.7)	30.3 E	(5.9)	F	...	x	...
Quebec								
Both sexes	**22.3**	**(1.1)**	**32.3**	**(1.4)**	**32.8**	**(1.1)**	**12.6**	**(0.8)**
16 to 25	8.5 E	(1.4)	27.6	(1.9)	41.1	(2.9)	22.8	(2.1)
26 to 35	11.9	(1.7)	27.7	(2.8)	41.3	(3.3)	19.0	(2.4)
36 to 45	15.3	(1.4)	33.8	(2.3)	37.5	(2.2)	13.5	(2.1)
46 to 55	16.1	(1.3)	37.3	(3.0)	35.4	(3.5)	11.2 E	(2.1)
56 to 65	28.2	(2.0)	39.0	(3.4)	27.1	(2.7)	F	...
66 and over	62.1	(5.4)	28.4 E	(5.3)	F	...	F	...
Males	**22.0**	**(1.3)**	**32.7**	**(2.5)**	**33.3**	**(1.7)**	**12.0**	**(1.2)**
16 to 25	10.8 E	(2.3)	28.0	(2.9)	40.9	(3.3)	20.3	(2.2)
26 to 35	10.9 E	(2.2)	28.4 E	(5.0)	42.7	(4.4)	18.0 E	(3.6)
36 to 45	17.0	(2.1)	34.4	(3.5)	36.0	(3.5)	12.7 E	(3.6)
46 to 55	16.4	(2.1)	38.5	(5.4)	35.0	(5.0)	10.2 E	(2.1)
56 to 65	30.2	(4.3)	39.8	(4.4)	24.5 E	(4.3)	F	...
66 and over	61.0	(9.1)	25.4 E	(7.7)	F	...	x	...
Females	**22.6**	**(1.8)**	**32.0**	**(2.1)**	**32.3**	**(1.4)**	**13.1**	**(0.8)**
16 to 25	6.1 E	(1.6)	27.1	(3.0)	41.4	(3.7)	25.4	(3.4)
26 to 35	13.0 E	(2.7)	27.0	(4.0)	39.9	(5.4)	20.1	(3.1)
36 to 45	13.5	(1.9)	33.2	(3.4)	39.0	(3.3)	14.3	(1.7)
46 to 55	15.9	(2.1)	36.1	(2.8)	35.8	(4.0)	12.2 E	(2.6)
56 to 65	26.4	(3.9)	38.1	(4.9)	29.6	(4.5)	F	...
66 and over	62.9	(8.0)	30.5 E	(8.6)	F	...	x	...

Table D.5.3

Literacy levels for prose proficiency, by age group and sex, Canada and jurisdictions, population aged 16 and over, 2003 (continued)

	Prose proficiency							
	Level 1		Level 2		Level 3		Level 4/5	
Age group	percentage	Standard error	percentage	Standard error	percentage	Standard error	percentage	Standard error
Ontario								
Both sexes	**21.3**	**(0.9)**	**26.7**	**(1.4)**	**35.0**	**(1.8)**	**17.0**	**(1.7)**
16 to 25	10.6 E	(2.3)	28.4	(4.7)	40.1	(5.6)	20.9 E	(4.0)
26 to 35	9.0 E	(1.7)	24.0	(3.3)	41.6	(5.0)	25.5 E	(4.5)
36 to 45	16.7	(2.5)	25.1	(3.3)	37.7	(3.9)	20.5	(3.2)
46 to 55	18.8	(2.0)	25.8	(2.9)	39.4	(3.6)	16.1	(2.2)
56 to 65	30.6	(3.5)	27.5	(3.8)	30.4	(3.9)	11.6 E	(3.1)
66 and over	51.9	(3.8)	31.3	(3.4)	14.9 E	(2.8)	F	...
Males	**21.4**	**(1.7)**	**26.9**	**(2.3)**	**36.2**	**(3.2)**	**15.4**	**(2.4)**
16 to 25	12.3 E	(3.3)	31.6 E	(7.7)	42.2 E	(7.6)	13.9 E	(4.0)
26 to 35	10.0 E	(2.6)	22.3 E	(4.4)	43.7	(6.7)	24.1 E	(6.4)
36 to 45	18.3 E	(4.6)	24.9 E	(5.2)	37.0 E	(6.5)	19.8 E	(4.6)
46 to 55	18.9 E	(3.2)	27.4	(4.5)	39.7	(5.1)	14.1 E	(3.0)
56 to 65	32.0 E	(6.2)	25.1 E	(8.0)	31.9 E	(7.0)	F	...
66 and over	49.8	(6.4)	32.2 E	(5.5)	14.8 E	(4.0)	F	...
Females	**21.1**	**(1.3)**	**26.5**	**(2.1)**	**33.9**	**(2.1)**	**18.5**	**(1.6)**
16 to 25	F	...	25.1 E	(5.5)	38.0 E	(7.1)	28.1 E	(6.3)
26 to 35	7.9 E	(2.3)	25.7 E	(4.6)	39.5	(5.3)	26.8 E	(5.6)
36 to 45	15.1 E	(2.9)	25.3 E	(5.7)	38.4	(5.1)	21.2 E	(3.6)
46 to 55	18.6	(2.9)	24.3	(3.9)	39.0	(5.3)	18.1 E	(3.4)
56 to 65	29.2	(4.7)	29.8	(3.9)	28.9	(3.8)	12.2 E	(3.1)
66 and over	53.5	(4.5)	30.6	(4.0)	15.0 E	(3.5)	x	...
Manitoba								
Both sexes	**18.2**	**(1.2)**	**28.1**	**(1.7)**	**37.2**	**(2.1)**	**16.5**	**(1.3)**
16 to 25	9.3 E	(2.2)	29.9	(4.3)	37.9	(6.2)	22.9 E	(4.1)
26 to 35	11.1 E	(2.9)	23.3	(3.5)	46.1	(5.9)	19.5 E	(6.1)
36 to 45	13.2 E	(2.7)	25.7	(3.9)	41.1	(3.9)	20.0	(3.3)
46 to 55	12.0 E	(2.2)	27.8	(3.7)	41.2	(4.3)	18.9	(2.9)
56 to 65	20.2 E	(3.9)	28.9	(4.6)	37.6	(6.0)	13.2 E	(3.9)
66 and over	47.5	(4.1)	33.9	(4.8)	16.7 E	(3.0)	x	...
Males	**17.5**	**(1.3)**	**31.2**	**(2.4)**	**37.5**	**(2.9)**	**13.7**	**(1.6)**
16 to 25	12.9 E	(3.6)	35.6 E	(6.6)	34.5 E	(6.4)	17.0 E	(4.3)
26 to 35	F	...	26.8 E	(6.4)	48.1	(6.2)	17.8 E	(4.9)
36 to 45	15.9 E	(4.5)	30.4 E	(5.7)	39.4	(4.6)	14.2 E	(3.4)
46 to 55	13.3 E	(3.5)	29.6	(3.9)	39.4	(4.9)	17.7 E	(3.6)
56 to 65	17.7 E	(5.1)	31.6 E	(7.9)	40.8 E	(7.5)	F	...
66 and over	44.6	(5.0)	34.0	(4.8)	19.9 E	(5.3)	x	...
Females	**18.8**	**(2.1)**	**25.1**	**(2.6)**	**36.8**	**(2.6)**	**19.3**	**(1.9)**
16 to 25	5.4 E	(1.8)	24.0 E	(5.5)	41.5 E	(9.5)	29.1 E	(7.3)
26 to 35	15.1 E	(4.6)	19.6 E	(4.8)	44.1 E	(9.1)	F	...
36 to 45	10.5 E	(3.4)	20.8 E	(4.3)	42.8	(5.0)	25.9 E	(5.3)
46 to 55	F	...	26.1 E	(7.4)	43.0 E	(7.4)	20.1 E	(4.8)
56 to 65	22.7 E	(5.4)	26.3	(4.4)	34.5 E	(7.8)	16.5 E	(5.3)
66 and over	49.8	(7.1)	33.9 E	(8.0)	14.3 E	(4.6)	x	...

Table D.5.3

Literacy levels for prose proficiency, by age group and sex, Canada and jurisdictions, population aged 16 and over, 2003 (continued)

	Prose proficiency							
	Level 1		Level 2		Level 3		Level 4/5	
Age group	percentage	Standard error	percentage	Standard error	percentage	Standard error	percentage	Standard error
Saskatchewan								
Both sexes	**13.5**	**(1.4)**	**26.6**	**(2.1)**	**38.9**	**(2.4)**	**21.0**	**(2.3)**
16 to 25	F	...	32.9 E	(6.8)	38.3 E	(8.6)	24.8 E	(6.4)
26 to 35	F	...	20.6 E	(6.6)	44.5	(7.0)	27.7 E	(6.3)
36 to 45	F	...	22.5 E	(7.1)	46.5	(6.5)	26.5 E	(6.3)
46 to 55	7.8 E	(2.5)	25.5 E	(6.0)	42.1	(6.5)	24.6 E	(4.9)
56 to 65	F	...	32.2 E	(7.1)	41.5	(5.9)	F	...
66 and over	46.9	(6.0)	27.5 E	(4.9)	20.7 E	(5.7)	F	...
Males	**15.0**	**(2.0)**	**27.6**	**(3.4)**	**40.1**	**(3.6)**	**17.2 E**	**(3.0)**
16 to 25	F	...	40.1 E	(11.9)	40.0 E	(11.9)	F	...
26 to 35	F	...	F	...	47.4 E	(11.8)	F	...
36 to 45	F	...	F	...	50.9	(8.1)	F	...
46 to 55	F	...	26.0 E	(7.8)	41.1 E	(8.7)	23.4 E	(7.5)
56 to 65	F	...	F	...	41.9 E	(10.7)	x	...
66 and over	52.4	(7.0)	27.7 E	(7.1)	F	...	x	...
Females	**12.0**	**(1.8)**	**25.7**	**(2.8)**	**37.7**	**(4.0)**	**24.6**	**(3.1)**
16 to 25	F	...	F	...	F	...	36.2 E	(9.2)
26 to 35	F	...	F	...	41.6 E	(9.5)	28.9 E	(6.7)
36 to 45	F	...	21.5 E	(7.1)	42.1 E	(7.7)	34.0 E	(8.6)
46 to 55	F	...	25.0 E	(6.4)	43.2 E	(7.8)	25.8 E	(6.9)
56 to 65	F	...	34.0 E	(10.7)	41.1 E	(8.3)	F	...
66 and over	42.6 E	(8.7)	27.4 E	(6.3)	F	...	x	...
Alberta								
Both sexes	**13.6**	**(1.1)**	**25.9**	**(2.0)**	**39.6**	**(2.2)**	**21.0**	**(1.6)**
16 to 25	F	...	29.9	(3.8)	41.6	(4.9)	22.8	(3.2)
26 to 35	F	...	23.4 E	(6.2)	45.5	(6.2)	26.3	(3.9)
36 to 45	12.0 E	(3.0)	24.7	(3.6)	40.1	(3.9)	23.2	(3.6)
46 to 55	10.0 E	(2.4)	22.6	(3.8)	42.6	(4.0)	24.7	(2.8)
56 to 65	21.0 E	(4.8)	26.3 E	(5.9)	36.9	(5.4)	15.8 E	(3.7)
66 and over	43.2	(4.7)	30.0	(4.1)	23.1 E	(4.3)	F	...
Males	**13.9**	**(1.5)**	**27.5**	**(2.9)**	**40.4**	**(3.1)**	**18.2**	**(2.4)**
16 to 25	F	...	29.6 E	(6.3)	40.7 E	(7.4)	22.8 E	(5.6)
26 to 35	F	...	25.5 E	(6.9)	44.5 E	(7.7)	25.2 E	(5.8)
36 to 45	15.8 E	(4.5)	25.2 E	(6.9)	39.9	(6.4)	19.1 E	(6.0)
46 to 55	9.9 E	(2.8)	26.0 E	(4.8)	46.3	(5.3)	17.8 E	(4.7)
56 to 65	24.6 E	(7.5)	29.7 E	(8.8)	37.5 E	(7.7)	F	...
66 and over	37.5	(5.7)	31.8 E	(6.7)	25.9 E	(6.2)	x	...
Females	**13.2**	**(1.8)**	**24.3**	**(2.6)**	**38.7**	**(3.2)**	**23.8**	**(1.8)**
16 to 25	F	...	30.1 E	(6.6)	42.5	(6.2)	22.7 E	(5.0)
26 to 35	F	...	F	...	46.6 E	(8.6)	27.5 E	(6.7)
36 to 45	F	...	24.2 E	(4.1)	40.3	(4.9)	27.3	(3.4)
46 to 55	F	...	19.1 E	(5.0)	38.8	(5.4)	32.0	(4.8)
56 to 65	17.4 E	(5.0)	22.8 E	(7.2)	36.4 E	(8.5)	23.3 E	(7.7)
66 and over	47.8	(6.3)	28.5 E	(5.0)	20.8 E	(5.1)	x	...

Table D.5.3

Literacy levels for prose proficiency, by age group and sex, Canada and jurisdictions, population aged 16 and over, 2003 (continued)

	Prose proficiency							
	Level 1		Level 2		Level 3		Level 4/5	
Age group	percentage	Standard error	percentage	Standard error	percentage	Standard error	percentage	Standard error
British Columbia								
Both sexes	**17.3**	**(0.8)**	**22.7**	**(1.7)**	**37.2**	**(2.1)**	**22.9**	**(1.7)**
16 to 25	12.3 E	(2.4)	25.0	(3.2)	41.0	(3.2)	21.7	(2.2)
26 to 35	12.1 E	(2.9)	17.9 E	(3.7)	36.1	(3.5)	33.9	(4.3)
36 to 45	12.4 E	(2.5)	19.7 E	(3.4)	38.2	(5.1)	29.7	(4.4)
46 to 55	12.9 E	(2.7)	18.5 E	(3.4)	41.1	(3.5)	27.6	(3.8)
56 to 65	22.5 E	(3.9)	25.1 E	(4.3)	39.9	(5.4)	12.5 E	(2.8)
66 and over	37.0	(3.1)	32.7	(4.1)	25.4 E	(5.3)	F	...
Males	**16.1**	**(1.3)**	**25.5**	**(2.4)**	**36.7**	**(2.9)**	**21.7**	**(2.6)**
16 to 25	14.2 E	(2.7)	26.9 E	(4.8)	41.2	(4.3)	17.7	(2.8)
26 to 35	F	...	19.6 E	(5.4)	33.6 E	(6.5)	39.4	(5.9)
36 to 45	F	...	25.5 E	(4.9)	36.8 E	(8.8)	27.3 E	(7.2)
46 to 55	17.5 E	(4.3)	20.8 E	(4.8)	38.5	(4.4)	23.1 E	(4.5)
56 to 65	20.2 E	(3.9)	32.1 E	(5.8)	38.3 E	(6.6)	F	...
66 and over	31.9	(5.0)	31.4 E	(6.6)	30.6 E	(6.7)	F	...
Females	**18.4**	**(1.3)**	**19.9**	**(1.7)**	**37.6**	**(2.2)**	**24.0**	**(1.9)**
16 to 25	F	...	23.0 E	(4.3)	40.7	(5.2)	26.2	(4.1)
26 to 35	16.6 E	(4.2)	16.2 E	(3.7)	38.6	(5.5)	28.6 E	(6.0)
36 to 45	14.2 E	(3.2)	14.4 E	(3.4)	39.5	(4.6)	31.9	(5.2)
46 to 55	8.2 E	(2.6)	16.1 E	(3.7)	43.6	(6.1)	32.1 E	(5.4)
56 to 65	24.7 E	(6.4)	18.3 E	(5.9)	41.5 E	(8.7)	15.4 E	(4.6)
66 and over	41.1	(4.5)	33.8	(4.1)	21.1 E	(5.5)	F	...
Yukon								
Both sexes	**10.5**	**(1.5)**	**22.9**	**(1.9)**	**39.3**	**(3.4)**	**27.3**	**(2.7)**
16 to 25	F	...	26.2 E	(7.0)	44.1 E	(9.7)	F	...
26 to 35	F	...	20.5 E	(5.0)	39.9 E	(7.7)	30.6 E	(5.7)
36 to 45	9.0 E	(2.5)	22.7 E	(4.3)	38.7	(4.5)	29.5 E	(5.0)
46 to 55	5.9 E	(1.6)	17.5 E	(4.3)	36.5 E	(6.3)	40.1	(4.8)
56 to 65	F	...	23.6 E	(6.1)	43.6	(7.0)	18.3 E	(4.8)
66 and over	30.6 E	(7.4)	F	...	F	...	x	...
Males	**10.6 E**	**(2.2)**	**24.3**	**(3.0)**	**39.6**	**(4.2)**	**25.4**	**(3.8)**
16 to 25	F	...	27.6 E	(8.7)	39.7 E	(13.1)	F	...
26 to 35	F	...	F	...	40.4 E	(12.0)	35.1 E	(10.4)
36 to 45	F	...	23.0 E	(6.5)	43.0 E	(8.7)	23.8 E	(7.8)
46 to 55	F	...	F	...	34.8 E	(9.7)	42.1	(6.0)
56 to 65	F	...	F	...	47.0 E	(9.5)	F	...
66 and over	29.8 E	(8.9)	F	...	F	...	x	...
Females	**10.3 E**	**(2.0)**	**21.6**	**(2.1)**	**39.0**	**(4.3)**	**29.1**	**(3.4)**
16 to 25	F	...	F	...	48.4 E	(13.1)	F	...
26 to 35	F	...	F	...	39.4 E	(10.8)	26.9 E	(6.8)
36 to 45	F	...	22.4 E	(5.2)	34.7 E	(6.7)	35.0 E	(6.4)
46 to 55	F	...	16.6 E	(3.9)	38.1 E	(7.9)	38.0 E	(8.1)
56 to 65	F	...	F	...	39.8 E	(11.8)	27.1 E	(8.6)
66 and over	31.2 E	(9.4)	F	...	F	...	x	...

Table D.5.3

Literacy levels for prose proficiency, by age group and sex, Canada and jurisdictions, population aged 16 and over, 2003 (concluded)

	Prose proficiency							
	Level 1		Level 2		Level 3		Level 4/5	
Age group	percentage	Standard error	percentage	Standard error	percentage	Standard error	percentage	Standard error
Northwest Territories								
Both sexes	**19.3**	**(1.9)**	**25.8**	**(1.7)**	**35.1**	**(2.7)**	**19.8**	**(1.8)**
16 to 25	17.1 E	(4.0)	31.3	(4.3)	37.3	(6.0)	14.3 E	(4.4)
26 to 35	13.8 E	(3.5)	24.7 E	(5.5)	37.0	(5.4)	24.4 E	(4.3)
36 to 45	17.3 E	(4.2)	24.2 E	(4.4)	34.3 E	(5.8)	24.2 E	(4.2)
46 to 55	16.9 E	(3.0)	23.6 E	(4.5)	37.9 E	(6.3)	21.5 E	(6.0)
56 to 65	19.1 E	(5.7)	28.0 E	(8.2)	39.4 E	(10.7)	F	...
66 and over	74.8	(11.5)	F	...	x	...	x	...
Males	**20.2**	**(2.8)**	**28.2**	**(3.4)**	**34.4**	**(2.9)**	**17.1**	**(2.8)**
16 to 25	18.7 E	(5.3)	35.0 E	(6.2)	37.4 E	(6.5)	F	...
26 to 35	F	...	28.8 E	(9.3)	37.5 E	(8.5)	F	...
36 to 45	18.6 E	(4.5)	26.6 E	(5.8)	32.3 E	(7.6)	22.4 E	(5.7)
46 to 55	17.0 E	(3.8)	24.4 E	(5.7)	33.6 E	(8.3)	F	...
56 to 65	20.5 E	(6.7)	F	...	41.0 E	(9.6)	x	...
66 and over	67.6 E	(16.7)	F	...	x	...	x	...
Females	**18.3**	**(2.6)**	**23.1**	**(2.9)**	**35.9**	**(4.2)**	**22.7**	**(3.3)**
16 to 25	15.4 E	(5.0)	27.3 E	(6.6)	37.2 E	(9.7)	F	...
26 to 35	11.1 E	(3.5)	20.7 E	(5.2)	36.6 E	(6.6)	31.6 E	(5.8)
36 to 45	F	...	21.6 E	(6.0)	36.5 E	(8.9)	26.0 E	(7.1)
46 to 55	16.8 E	(4.9)	22.7 E	(7.2)	43.3 E	(8.3)	F	...
56 to 65	F	...	F	...	F	...	x	...
66 and over	81.1	(13.4)	x	...	x	...	x	...
Nunavut								
Both sexes	**47.2**	**(1.9)**	**25.8**	**(2.2)**	**19.5**	**(2.6)**	**7.5 E**	**(1.3)**
16 to 25	50.9	(5.6)	31.9	(4.8)	14.1 E	(4.0)	F	...
26 to 35	42.5	(4.5)	22.4 E	(4.3)	24.3 E	(4.9)	F	...
36 to 45	45.2	(6.2)	27.0 E	(4.5)	19.8 E	(5.0)	F	...
46 to 55	35.6 E	(6.0)	26.0 E	(6.2)	27.4 E	(8.1)	F	...
56 to 65	66.5	(7.8)	F	...	F	...	x	...
66 and over	78.9	(10.5)	x	...	x	...	x	...
Males	**46.5**	**(2.6)**	**26.8**	**(3.2)**	**18.8**	**(2.5)**	**7.8 E**	**(2.1)**
16 to 25	48.3	(7.7)	39.0 E	(6.8)	F	...	x	...
26 to 35	43.2	(6.3)	20.9 E	(6.4)	24.1 E	(6.5)	F	...
36 to 45	43.0 E	(7.9)	28.5 E	(6.7)	F	...	F	...
46 to 55	39.3 E	(10.6)	20.7 E	(6.4)	30.2 E	(7.6)	F	...
56 to 65	62.0 E	(13.4)	F	...	x	...	x	...
66 and over	75.6 E	(13.1)	x	...	x	...	x	...
Females	**47.9**	**(2.8)**	**24.8**	**(3.2)**	**20.1 E**	**(4.2)**	**7.1 E**	**(2.2)**
16 to 25	53.3	(7.2)	25.1 E	(6.0)	F	...	x	...
26 to 35	41.9	(6.2)	23.8 E	(5.7)	24.4 E	(6.2)	F	...
36 to 45	47.7	(7.7)	25.3 E	(7.9)	F	...	x	...
46 to 55	31.2 E	(8.7)	32.1 E	(10.6)	F	...	F	...
56 to 65	72.2	(8.5)	x	...	x	...	x	...
66 and over	83.3 E	(19.4)	x	...	x	...	x	...

Source: International Adult Literacy and Skills Survey, 2003, Statistics Canada.

Table D.5.4

Literacy levels for prose proficiency, by educational attainment, Canada and jurisdictions, population aged 16 and over, 2003

	Prose proficiency							
	Level 1		Level 2		Level 3		Level 4/5	
	percentage	Standard error	percentage	Standard error	percentage	Standard error	percentage	Standard error
Canada								
Total education	**19.9**	**(0.5)**	**27.8**	**(0.7)**	**35.4**	**(0.8)**	**17.0**	**(0.7)**
High school not completed	**45.7**	**(1.2)**	**32.0**	**(1.4)**	**18.4**	**(1.1)**	**3.9**	**(0.6)**
High school	**15.8**	**(1.0)**	**31.9**	**(1.1)**	**38.9**	**(1.3)**	**13.4**	**(1.0)**
Trade-vocational	**10.6**	**(1.1)**	**29.0**	**(2.0)**	**42.8**	**(2.5)**	**17.6**	**(2.1)**
Non-university postsecondary	**8.9**	**(1.2)**	**26.0**	**(2.0)**	**42.4**	**(2.2)**	**22.7**	**(2.0)**
University	**5.1**	**(0.6)**	**17.1**	**(1.3)**	**43.4**	**(1.2)**	**34.5**	**(1.5)**
Newfoundland and Labrador								
Total education	**24.0**	**(1.5)**	**30.8**	**(1.7)**	**32.8**	**(1.5)**	**12.4**	**(0.9)**
High school not completed	51.7	(2.6)	34.0	(2.4)	12.3 E	(2.2)	F	...
High school	14.4	(2.2)	35.5	(3.8)	38.3	(3.6)	11.8 E	(2.4)
Trade-vocational	F	...	36.2 E	(6.1)	42.9 E	(8.1)	F	...
Non-university postsecondary	7.4 E	(2.3)	23.7 E	(4.5)	49.9	(4.4)	19.0 E	(3.7)
University	x	...	12.0 E	(3.1)	49.0	(4.4)	37.2	(4.2)
Prince Edward Island								
Total education	**19.9**	**(1.6)**	**29.6**	**(2.0)**	**34.0**	**(2.5)**	**16.6**	**(2.1)**
High school not completed	44.9	(3.2)	34.8	(3.0)	17.4 E	(2.9)	F	...
High school	12.1 E	(3.0)	35.4	(5.3)	37.9	(5.1)	14.5 E	(3.1)
Trade-vocational	11.7 E	(3.7)	35.6 E	(8.2)	42.2 E	(7.3)	F	...
Non-university postsecondary	x	...	30.0 E	(6.6)	41.8 E	(10.8)	F	...
University	x	...	F	...	47.0 E	(7.9)	41.6 E	(7.3)
Nova Scotia								
Total education	**17.3**	**(1.4)**	**27.5**	**(1.6)**	**38.4**	**(2.1)**	**16.8**	**(1.6)**
High school not completed	39.7	(2.9)	35.1	(3.2)	21.1	(2.4)	F	...
High school	11.7 E	(2.7)	32.2	(3.6)	41.8	(4.0)	14.3	(2.0)
Trade-vocational	6.9 E	(2.1)	26.2	(3.9)	48.7	(6.0)	18.2 E	(5.2)
Non-university postsecondary	8.7 E	(2.9)	26.1 E	(4.5)	47.6	(6.7)	17.6 E	(5.6)
University	F	...	10.1 E	(2.4)	48.6	(5.6)	38.9	(4.4)
New Brunswick								
Total education	**22.7**	**(1.6)**	**33.3**	**(2.2)**	**31.6**	**(2.2)**	**12.4**	**(2.0)**
High school not completed	49.4	(3.8)	34.4	(3.9)	13.8 E	(3.3)	F	...
High school	17.4 E	(3.6)	39.5	(4.0)	34.2	(3.4)	8.9 E	(2.8)
Trade-vocational	F	...	36.5 E	(8.2)	36.1	(5.3)	13.1 E	(4.0)
Non-university postsecondary	F	...	26.3 E	(8.5)	48.7 E	(13.4)	F	...
University	F	...	17.7 E	(5.7)	45.1	(6.2)	34.8 E	(7.2)
Quebec								
Total education	**22.3**	**(1.1)**	**32.3**	**(1.4)**	**32.8**	**(1.1)**	**12.6**	**(0.8)**
High school not completed	51.6	(2.2)	33.6	(2.9)	13.1	(1.6)	1.6 E	(0.5)
High school	17.4	(2.1)	38.5	(2.1)	36.0	(2.2)	8.0	(0.9)
Trade-vocational	10.0 E	(2.5)	28.8	(4.0)	44.7	(5.1)	16.5 E	(3.3)
Non-university postsecondary	8.5 E	(2.6)	34.9	(3.6)	40.9	(3.2)	15.7	(2.4)
University	4.9 E	(1.1)	21.8	(2.6)	43.0	(2.2)	30.3	(2.7)
Ontario								
Total education	**21.3**	**(0.9)**	**26.7**	**(1.4)**	**35.0**	**(1.8)**	**17.0**	**(1.7)**
High school not completed	47.9	(3.2)	29.8	(3.4)	18.0	(1.9)	4.3 E	(1.4)
High school	17.8	(1.8)	30.7	(2.2)	38.0	(2.6)	13.4 E	(2.4)
Trade-vocational	15.0 E	(2.6)	30.3	(3.6)	36.6	(4.7)	18.1 E	(5.2)
Non-university postsecondary	10.1 E	(2.1)	24.7 E	(4.3)	41.0	(5.5)	24.3 E	(4.5)
University	6.0 E	(1.0)	18.1	(2.2)	45.0	(3.2)	30.9	(3.4)

Table D.5.4

Literacy levels for prose proficiency, by educational attainment, Canada and jurisdictions, population aged 16 and over, 2003 (concluded)

	Prose proficiency							
	Level 1		Level 2		Level 3		Level 4/5	
	percentage	Standard error	percentage	Standard error	percentage	Standard error	percentage	Standard error
Manitoba								
Total education	**18.2**	**(1.2)**	**28.1**	**(1.7)**	**37.2**	**(2.1)**	**16.5**	**(1.3)**
High school not completed	39.0	(2.3)	36.4	(3.2)	21.3	(3.0)	3.3 E	(0.8)
High school	13.7	(2.3)	27.6	(3.0)	42.5	(2.7)	16.3	(2.6)
Trade-vocational	F	...	31.5	(4.6)	43.3	(5.9)	18.2 E	(5.8)
Non-university postsecondary	F	...	21.6 E	(5.2)	45.2	(5.6)	24.1 E	(5.6)
University	F	...	17.2 E	(3.5)	44.8	(5.2)	33.5	(5.1)
Saskatchewan								
Total education	**13.5**	**(1.4)**	**26.6**	**(2.1)**	**38.9**	**(2.4)**	**21.0**	**(2.3)**
High school not completed	32.6	(3.7)	39.5	(4.0)	23.9 E	(5.1)	F	...
High school	10.3 E	(2.9)	26.0	(4.1)	42.6	(5.4)	21.1 E	(5.2)
Trade-vocational	F	...	F	...	48.2 E	(9.9)	19.9 E	(5.5)
Non-university postsecondary	F	...	F	...	48.9 E	(11.2)	26.1 E	(8.3)
University	F	...	12.1 E	(3.7)	42.0 E	(7.5)	44.6	(7.4)
Alberta								
Total education	**13.6**	**(1.1)**	**25.9**	**(2.0)**	**39.6**	**(2.2)**	**21.0**	**(1.6)**
High school not completed	35.7	(3.9)	32.8	(4.3)	24.9	(2.7)	F	...
High school	7.8 E	(2.1)	31.8	(3.6)	43.9	(2.8)	16.5	(2.6)
Trade-vocational	F	...	30.0 E	(6.4)	46.4	(5.1)	16.7 E	(4.5)
Non-university postsecondary	7.8 E	(2.0)	20.9 E	(5.7)	48.7	(6.6)	22.6	(3.4)
University	F	...	12.6 E	(3.6)	42.0	(4.2)	42.4	(4.2)
British Columbia								
Total education	**17.3**	**(0.8)**	**22.7**	**(1.7)**	**37.2**	**(2.1)**	**22.9**	**(1.7)**
High school not completed	39.5	(3.0)	30.0	(2.9)	24.4	(2.8)	6.2 E	(1.7)
High school	15.2	(2.2)	24.2	(3.6)	41.5	(2.2)	19.1	(1.7)
Trade-vocational	6.7 E	(1.8)	24.1 E	(5.7)	48.2	(6.5)	21.0 E	(5.2)
Non-university postsecondary	8.6 E	(1.9)	22.2	(3.5)	39.4 E	(8.7)	29.8 E	(7.0)
University	6.1 E	(1.3)	12.4 E	(2.6)	38.5	(3.9)	42.9	(4.5)
Yukon								
Total education	**10.5**	**(1.5)**	**22.9**	**(1.9)**	**39.3**	**(3.4)**	**27.3**	**(2.7)**
High school not completed	30.2	(5.0)	37.9	(5.1)	26.2	(4.0)	F	...
High school	F	...	25.3	(3.1)	47.4	(5.8)	21.5 E	(4.7)
Trade-vocational	F	...	23.4 E	(5.4)	39.3 E	(7.7)	30.7 E	(6.1)
Non-university postsecondary	F	...	F	...	42.3 E	(8.2)	30.8 E	(8.6)
University	x	...	F	...	39.3 E	(7.0)	49.7	(6.6)
Northwest Territories								
Total education	**19.3**	**(1.9)**	**25.8**	**(1.7)**	**35.1**	**(2.7)**	**19.8**	**(1.8)**
High school not completed	45.0	(4.2)	30.5	(3.4)	22.4 E	(4.3)	F	...
High school	11.1 E	(3.1)	28.8 E	(4.9)	38.4	(5.5)	21.8 E	(4.9)
Trade-vocational	F	...	33.2 E	(7.3)	38.6 E	(8.0)	13.9 E	(4.2)
Non-university postsecondary	x	...	27.6 E	(6.7)	44.6	(7.1)	23.4 E	(6.7)
University	x	...	9.6 E	(3.1)	42.7	(5.3)	45.2	(5.2)
Nunavut								
Total education	**47.2**	**(1.9)**	**25.8**	**(2.2)**	**19.5**	**(2.6)**	**7.5 E**	**(1.3)**
High school not completed	68.9	(3.4)	23.1	(2.0)	F	...	x	...
High school	F	...	39.3 E	(7.3)	36.8 E	(6.8)	F	...
Trade-vocational	38.9 E	(8.4)	29.4 E	(8.1)	F	...	x	...
Non-university postsecondary	F	...	F	...	F	...	x	...
University	x	...	F	...	44.0 E	(7.7)	36.3 E	(8.3)

Source: International Adult Literacy and Skills Survey, 2003, Statistics Canada.

Table D.5.5

Employment rate, by literacy level for document proficiency, Canada and jurisdictions, population aged 16 to 65, 2003

	Total employment rate	
	percentage	Standard error
Canada	72.6	(0.6)
Newfoundland and Labrador	58.7	(1.6)
Prince Edward Island	66.9	(2.2)
Nova Scotia	64.3	(1.6)
New Brunswick	66.9	(1.6)
Quebec	70.0	(0.7)
Ontario	74.5	(1.4)
Manitoba	78.6	(1.1)
Saskatchewan	73.6	(1.8)
Alberta	78.7	(1.3)
British Columbia	70.6	(1.4)
Yukon	77.4	(1.7)
Northwest Territories	76.9	(2.1)
Nunavut	58.6	(2.0)
	Employment rate by document proficiency	
	percentage	Standard error
Level 1		
Canada	57.0	(2.1)
Newfoundland and Labrador	37.0	(4.4)
Prince Edward Island	60.7	(6.0)
Nova Scotia	49.7	(5.8)
New Brunswick	51.0	(4.9)
Quebec	53.8	(3.3)
Ontario	61.5	(4.0)
Manitoba	61.2	(3.8)
Saskatchewan	56.6 [E]	(11.0)
Alberta	69.3	(5.9)
British Columbia	46.5	(4.9)
Yukon	54.1	(6.8)
Northwest Territories	59.3	(6.1)
Nunavut	42.8	(3.4)
Level 2		
Canada	70.2	(1.5)
Newfoundland and Labrador	57.2	(3.8)
Prince Edward Island	61.9	(4.7)
Nova Scotia	57.5	(3.6)
New Brunswick	64.5	(4.0)
Quebec	68.2	(2.0)
Ontario	73.0	(3.1)
Manitoba	77.0	(3.1)
Saskatchewan	70.5	(6.2)
Alberta	76.0	(3.0)
British Columbia	66.6	(4.0)
Yukon	73.6	(5.0)
Northwest Territories	71.0	(4.4)
Nunavut	60.8	(4.5)

Table D.5.5

Employment rate, by literacy level for document proficiency, Canada and jurisdictions, population aged 16 to 65, 2003 (concluded)

	Employment rate by document proficiency	
	percentage	Standard error
Level 3		
Canada	76.4	(1.1)
Newfoundland and Labrador	66.0	(4.1)
Prince Edward Island	67.8	(4.6)
Nova Scotia	68.0	(4.0)
New Brunswick	74.5	(3.8)
Quebec	75.1	(1.7)
Ontario	77.3	(2.5)
Manitoba	82.1	(2.3)
Saskatchewan	75.2	(4.7)
Alberta	81.6	(2.5)
British Columbia	74.0	(3.0)
Yukon	80.4	(3.4)
Northwest Territories	82.1	(2.9)
Nunavut	79.9	(7.5)
Level 4/5		
Canada	81.0	(1.2)
Newfoundland and Labrador	76.5	(5.5)
Prince Edward Island	78.1	(4.4)
Nova Scotia	75.6	(4.8)
New Brunswick	76.2	(6.8)
Quebec	81.0	(1.9)
Ontario	81.9	(3.0)
Manitoba	85.4	(3.9)
Saskatchewan	78.9	(5.5)
Alberta	80.7	(2.8)
British Columbia	80.5	(3.4)
Yukon	84.5	(3.4)
Northwest Territories	90.1	(3.5)
Nunavut	90.1	(3.9)

Source: International Adult Literacy and Skills Survey, 2003, Statistics Canada.

Table D.5.6

Literacy levels for prose proficiency, Aboriginal (urban) and non-Aboriginal (urban and rural) populations aged 16 and over in Manitoba and Saskatchewan, 2003

	Level 1		Level 2		Level 3		Level 4/5	
	percentage	Standard error	percentage	Standard error	percentage	Standard error	percentage	Standard error
Canada	**19.9**	**(0.5)**	**27.8**	**(0.7)**	**35.4**	**(0.8)**	**17.0**	**(0.7)**
Manitoba								
Aboriginal (urban)	26.7	(2.6)	34.4	(3.1)	29.4	(2.6)	9.4	(1.4)
Non-Aboriginal (urban and rural)	17.5	(1.3)	27.6	(1.9)	37.8	(2.4)	17.1	(1.4)
Total	**18.2**	**(1.2)**	**28.1**	**(1.7)**	**37.2**	**(2.1)**	**16.5**	**(1.3)**
Saskatchewan								
Aboriginal (urban)	26.5	(2.6)	36.9	(2.7)	27.8	(2.5)	8.9	(1.4)
Non-Aboriginal (urban and rural)	13.2	(1.5)	25.5	(2.2)	39.3	(2.4)	21.9	(2.4)
Total	**13.5**	**(1.4)**	**26.6**	**(2.1)**	**38.9**	**(2.4)**	**21.0**	**(2.3)**

Note: Both Manitoba and Saskatchewan opted to increase the IALSS sample size in their provinces to allow creation of estimates for the relatively large urban Aboriginal populations.

Source: International Adult Literacy and Skills Survey, 2003, Statistics Canada.

Table D.5.7

Literacy levels for prose proficiency, Aboriginal and non-Aboriginal populations aged 16 and over in Yukon, Northwest Territories and Nunavut, 2003

	Level 1		Level 2		Level 3		Level 4/5	
	percentage	Standard error	percentage	Standard error	percentage	Standard error	percentage	Standard error
Canada	**19.9**	**(0.5)**	**27.8**	**(0.7)**	**35.4**	**(0.8)**	**17.0**	**(0.7)**
Yukon								
Aboriginal	26.5 [E]	(4.5)	28.3 [E]	(4.9)	32.2	(4.7)	F	...
Non-Aboriginal	7.2 [E]	(1.6)	21.9	(2.1)	40.7	(4.0)	30.2	(3.2)
Total	**10.5**	**(1.5)**	**22.9**	**(1.9)**	**39.3**	**(3.4)**	**27.3**	**(2.7)**
Northwest Territories								
Aboriginal	36.9	(3.5)	32.0	(2.5)	25.5	(3.4)	5.6 [E]	(1.5)
Non-Aboriginal	8.0 [E]	(2.1)	21.8	(2.4)	41.3	(3.0)	28.9	(2.4)
Total	**19.3**	**(1.9)**	**25.8**	**(1.7)**	**35.1**	**(2.7)**	**19.8**	**(1.8)**
Nunavut								
Inuit	61.5	(2.3)	26.8	(2.3)	10.4 [E]	(2.5)	1.3 [E]	(0.4)
Non-Inuit	F	...	22.8 [E]	(4.8)	46.3	(5.7)	25.2 [E]	(4.8)
Total	**47.2**	**(1.9)**	**25.8**	**(2.2)**	**19.5**	**(2.6)**	**7.5 [E]**	**(1.3)**

Note: The three territories opted to increase their IALSS sample sizes to allow creation of estimates for the relatively large Aboriginal population in the Northwest Territories and the Yukon, as well as the large Inuit population in Nunavut.

Source: International Adult Literacy and Skills Survey, 2003, Statistics Canada.

Table D.6.1

Level of educational attainment in the population aged 25 to 64, OECD countries, Canada and jurisdictions, 2004

	Less than college[1]	College[2]	University[3]	College or university	Total
			percentage		
OECD countries					
Australia	69	9	22	31	100
Austria	82	9	9	18	100
Belgium	70	15	14	30	100
Canada[4]	**55**	**22**	**22**	**45**	**100**
Czech Republic[5]	88	..	..	12	100
Denmark	68	7	25	32	100
Finland	66	17	17	34	100
France	76	10	14	24	100
Germany	75	10	15	25	100
Greece	79	6	15	21	100
Hungary[5]	83	..	..	17	100
Iceland	72	4	24	28	100
Ireland	72	10	18	28	100
Italy[5]	89	..	..	11	100
Japan[6]	63	17	21	37	100
Korea	70	8	22	30	100
Luxembourg	77	9	13	23	100
Mexico	84	2	14	16	100
Netherlands	71	2	27	29	100
New Zealand	75	8	18	25	100
Norway	68	2	29	32	100
Poland[5]	84	..	..	16	100
Portugal[5]	87	..	..	13	100
Slovak republic	88	1	12	12	100
Spain	74	7	19	26	100
Sweden	65	15	19	35	100
Switzerland	72	10	18	28	100
Turkey[5]	91	..	..	9	100
United Kingdom	74	8	18	26	100
United States	61	9	30	39	100
OECD average[5]	**75**	**..**	**..**	**25**	**100**
Jurisdictions					
Newfoundland and Labrador	72	16	13	29	100
Prince Edward Island	54	29	17	46	100
Nova Scotia	58	22	20	42	100
New Brunswick	61	24	16	40	100
Quebec	58	21	21	42	100
Ontario	50	25	25	51	100
Manitoba	60	21	20	40	100
Saskatchewan	67	16	18	34	100
Alberta	60	20	20	40	100
British Columbia	57	21	22	43	100
Yukon	40	41	19	61	100
Northwest Territories	46	35	19	54	100
Nunavut	63	24	13	37	100

1. In Canada, this is equivalent to: no education or education below high school graduation; high school graduation or some postsecondary education (not completed); trade certificate or diploma from a vocational school or apprenticeship training.
2. Tertiary-Type-B education. In Canada, this is equivalent to: non-university certificate or diploma from a community college, CEGEP, school of nursing and similar programs at this level; university certificate below bachelor's level.
3. Tertiary-Type-A education and advanced research programs. In Canada, this is equivalent to: Bachelor's degree; university degree or certificate above bachelor's degree.
4. The data source (Labour Force Survey) does not allow for a clear delineation between "postsecondary non-tertiary education" and "tertiary-type B education". As a result, the figure reported for College (Tertiary-type B) is inflated.
5. Disaggregation of attainment at tertiary level not available; see OECD data source for more information.
6. Year of reference 2003.

Sources: OECD, *Education at a Glance, 2006* (Table A1.3a).
Labour Force Survey, Statistics Canada.

Tables D6

Table D.6.2

Distribution[1] of the population aged 25 to 64 with Aboriginal identity, by level of educational attainment and age group, Canada and jurisdictions, 1996 and 2001

	Age group									
	1996					2001				
	25 to 34	35 to 44	45 to 54	55 to 64	Total 25 to 64	25 to 34	35 to 44	45 to 54	55 to 64	Total 25 to 64
	percentage					percentage				
Canada, total Aboriginal identity[2]										
Less than high school[3]	41	41	48	70	45	34	36	40	57	39
High school[4]	26	22	17	10	21	28	23	20	13	23
Trades[5]	13	16	15	11	14	14	17	17	14	16
College[6]	15	15	12	6	13	16	17	14	9	15
University[7]	5	7	8	4	6	8	7	9	6	8
Total	100	100	100	100	100	100	100	100	100	100
Population (number)	135,900	107,705	65,260	37,615	346,485	148,545	145,855	96,370	52,830	443,600
Canada, North American Indian										
Less than high school[3]	42	41	49	71	46	37	38	42	59	41
High school[4]	26	21	17	9	21	28	22	19	13	23
Trades[5]	13	15	15	10	14	13	16	16	14	15
College[6]	14	14	12	6	13	15	16	14	8	14
University[7]	5	7	7	4	6	7	8	9	6	8
Total	100	100	100	100	100	100	100	100	100	100
Population (number)	89,520	68,780	41,040	24,005	223,340	92,505	87,815	55,840	31,240	267,400
Canada, Métis										
Less than high school[3]	35	38	46	66	42	27	31	36	54	34
High school[4]	28	22	17	11	22	29	24	20	14	24
Trades[5]	15	17	16	12	15	15	19	19	15	17
College[6]	16	16	13	7	14	19	19	15	10	17
University[7]	7	7	8	4	7	9	8	10	7	9
Total	100	100	100	100	100	100	100	100	100	100
Population (number)	35,000	30,360	19,045	10,385	94,790	44,525	47,315	33,250	17,740	142,835
Canada, Inuit										
Less than high school[3]	49	47	61	80	54	43	44	51	74	48
High school[4]	22	18	10	5	17	26	20	16	8	20
Trades[5]	13	17	16	10	14	13	17	17	11	15
College[6]	14	15	10	4	12	14	15	11	5	13
University[7]	2	3	2	1	2	4	4	5	2	4
Total	100	100	100	100	100	100	100	100	100	100
Population (number)	6,775	4,095	2,525	1,700	15,095	7,150	5,715	3,315	1,760	17,945
Jurisdictions, total Aboriginal identity[2]										
Newfoundland and Labrador										
Less than high school[3]	33	39	52	73	43	25	32	42	60	36
High school[4]	19	17	9	8	15	21	16	13	11	16
Trades[5]	24	27	28	13	24	26	26	26	17	25
College[6]	17	13	8	3	13	19	19	11	8	16
University[7]	7	4	3	4	5	8	6	8	4	7
Total	100	100	100	100	100	100	100	100	100	100
Population (number)	2,530	2,085	1,190	800	6,605	2,920	3,000	2,285	1,055	9,250
Prince Edward Island										
Less than high school[3]	34	52	45	50	42	33	27	22	67	34
High school[4]	16	13	0	0	13	27	9	17	11	16
Trades[5]	13	6	18	50	12	13	39	28	0	24
College[6]	29	16	0	0	20	17	18	25	11	19
University[7]	8	13	36	0	12	10	6	8	11	8
Total	100	100	100	100	100	100	100	100	100	100
Population (number)	195	145	70	35	445	155	165	185	80	585

Table D.6.2

Distribution[1] of the population aged 25 to 64 with Aboriginal identity, by level of educational attainment and age group, Canada and jurisdictions, 1996 and 2001 (continued)

	Age group									
	1996					2001				
	25 to 34	35 to 44	45 to 54	55 to 64	Total 25 to 64	25 to 34	35 to 44	45 to 54	55 to 64	Total 25 to 64
	percentage					percentage				
Nova Scotia										
Less than high school[3]	29	31	34	56	34	27	29	35	45	32
High school[4]	28	20	18	14	22	26	19	18	15	20
Trades[5]	18	24	22	18	20	17	26	20	24	21
College[6]	15	16	13	6	14	18	16	15	10	16
University[7]	10	10	13	7	10	12	10	12	7	11
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**2,175**	**1,750**	**1,035**	**610**	**5,575**	**2,725**	**2,455**	**1,910**	**835**	**7,930**
New Brunswick										
Less than high school[3]	23	27	40	58	31	26	33	38	56	35
High school[4]	31	28	15	11	25	31	23	19	12	23
Trades[5]	21	18	21	15	20	16	19	21	17	18
College[6]	17	17	11	11	15	18	19	13	6	16
University[7]	8	11	13	5	9	9	6	9	10	8
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**1,795**	**1,480**	**785**	**470**	**4,525**	**2,650**	**2,840**	**1,940**	**1,085**	**8,520**
Quebec										
Less than high school[3]	48	46	49	72	50	42	41	43	61	45
High school[4]	23	22	19	12	20	23	21	23	16	22
Trades[5]	13	15	13	8	13	14	16	14	10	14
College[6]	11	9	10	3	9	13	13	11	6	11
University[7]	6	9	9	6	7	7	8	10	8	8
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**12,200**	**10,195**	**7,065**	**4,285**	**33,745**	**11,780**	**12,130**	**9,240**	**5,405**	**38,555**
Ontario										
Less than high school[3]	34	36	45	65	40	27	30	36	54	34
High school[4]	29	24	18	11	23	29	25	22	15	24
Trades[5]	12	15	14	11	13	14	16	16	14	15
College[6]	19	17	14	8	16	21	21	17	11	19
University[7]	6	8	8	5	7	9	8	9	6	8
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**25,050**	**21,295**	**13,375**	**7,495**	**67,210**	**28,745**	**31,705**	**20,925**	**11,935**	**93,320**
Manitoba										
Less than high school[3]	50	50	57	79	54	42	44	48	67	47
High school[4]	23	18	14	6	18	27	21	16	8	21
Trades[5]	10	13	12	8	11	12	15	14	11	13
College[6]	12	12	11	5	11	13	14	12	7	12
University[7]	4	7	7	2	5	6	7	10	7	7
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**21,090**	**15,985**	**9,740**	**5,525**	**52,345**	**22,895**	**20,820**	**13,305**	**7,410**	**64,435**
Saskatchewan										
Less than high school[3]	44	43	52	73	48	37	39	45	61	42
High school[4]	25	19	15	9	20	29	22	18	11	22
Trades[5]	13	16	15	9	14	14	16	15	14	15
College[6]	11	12	9	5	10	13	14	11	7	12
University[7]	7	10	10	4	8	8	10	11	7	9
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**17,255**	**12,270**	**7,015**	**4,265**	**40,800**	**18,870**	**16,350**	**9,885**	**5,375**	**50,485**

Table D.6.2

Distribution[1] of the population aged 25 to 64 with Aboriginal identity, by level of educational attainment and age group, Canada and jurisdictions, 1996 and 2001 (concluded)

	Age group									
	1996					2001				
	25 to 34	35 to 44	45 to 54	55 to 64	Total 25 to 64	25 to 34	35 to 44	45 to 54	55 to 64	Total 25 to 64
	percentage					percentage				
Alberta										
Less than high school[3]	38	37	47	69	43	35	35	37	57	38
High school[4]	29	23	17	9	23	29	23	21	14	24
Trades[5]	13	17	18	12	15	14	19	18	16	17
College[6]	15	17	12	7	14	15	16	14	10	15
University[7]	5	6	6	3	5	7	6	10	4	7
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**21,485**	**16,165**	**9,040**	**5,185**	**51,880**	**25,190**	**22,330**	**14,005**	**7,185**	**68,715**
British Columbia										
Less than high school[3]	38	38	43	64	42	31	32	36	50	35
High school[4]	29	23	20	12	24	31	25	20	15	25
Trades[5]	14	16	16	13	15	14	17	18	16	16
College[6]	15	16	14	7	14	16	18	17	12	17
University[7]	5	6	6	4	5	8	8	8	7	8
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**24,250**	**21,160**	**12,670**	**6,900**	**64,985**	**25,475**	**27,555**	**18,860**	**10,165**	**82,055**
Yukon										
Less than high school[3]	27	27	39	61	33	25	24	27	49	29
High school[4]	25	21	16	8	21	29	23	20	14	23
Trades[5]	18	19	24	19	20	19	20	24	21	21
College[6]	24	24	16	8	21	19	25	20	10	20
University[7]	6	9	5	3	6	7	7	9	6	7
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**1,250**	**940**	**550**	**295**	**3,035**	**900**	**1,230**	**665**	**405**	**3,200**
Northwest Territories										
Less than high school[3]	42	41	52	79	48	41	41	41	67	44
High school[4]	22	18	11	5	17	25	18	17	9	19
Trades[5]	16	18	18	9	16	15	19	19	15	17
College[6]	17	19	14	6	16	16	17	17	6	15
University[7]	2	4	4	1	3	3	5	7	4	5
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**3,205**	**2,350**	**1,450**	**895**	**7,900**	**2,705**	**2,685**	**1,680**	**990**	**8,050**
Nunavut										
Less than high school[3]	48	45	67	83	54	45	43	51	78	49
High school[4]	23	18	9	4	17	27	19	14	6	20
Trades[5]	13	18	15	9	14	11	17	16	11	14
College[6]	15	17	8	3	13	15	17	15	4	15
University[7]	1	3	2	1	2	1	3	4	1	2
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**3,425**	**1,880**	**1,280**	**855**	**7,425**	**3,540**	**2,580**	**1,480**	**895**	**8,500**

1. To ensure the confidentiality of responses collected for the Census, a random rounding process is used to alter the values reported in individual cells. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently and randomly rounded. However, apart from discrepancies due to simple rounding, the percentages are calculated to add up to 100%, as recommended by Census methodology.
2. Total Aboriginal identity includes the Aboriginal groups (North American Indian, Métis and Inuit), multiple Aboriginal responses and Aboriginal responses not included elsewhere.
3. Includes individuals having no education or education below high school graduation.
4. Includes high school graduates and individuals who have some postsecondary education (not completed).
5. Includes graduates of trade-vocational programs.
6. Includes graduates of community colleges, CEGEP, schools of nursing and similar programs at this level.
7. Includes individuals with a university degree or certificate (below or above bachelor's degree).

Source: 1996 and 2001 Census of Population, Statistics Canada.

Table D.6.3

Level of educational attainment in the population aged 25 to 64, off-reserve Aboriginal population[1] from Western Canada,[2] 2004

	Less than college[3]	College[4]	University[5]	College or university	Total
			percentage		
Western Canada	**75.6**	**14.9**	**9.6**	**24.4**	**100.0**
Manitoba	71.9	17.6	10.3	27.9	100.0
Saskatchewan	80.6	8.7	10.4*	19.1	100.0
Alberta	74.3	16.0	9.7	25.7	100.0
British Columbia	76.6	15.1	8.4*	23.6	100.0

* indicates a coefficient of variation (CV) between 16.6% and 25%.

1. Aboriginal population refers to those persons who reported identifying with at least one Aboriginal group, i.e., North American Indian, Métis or Inuit.
2. Includes Manitoba, Saskatchewan, Alberta, and British Columbia.
3. Includes no education or education below high school graduation; high school graduation or some postsecondary education (not completed); trade certificate or diploma from a vocational school or apprenticeship training.
4. Includes non-university certificate or diploma from a community college, CEGEP, school of nursing and similar programs at this level; university certificate below bachelor's level.
5. Includes bachelor's degree; university degree or certificate above bachelor's degree.

Notes: Because the Labour Force Survey questions on Aboriginal self-identification in all four jurisdictions were added in April 2004, the data are based on a nine-month average from April to December 2004.

Data in this table allow comparisons across the off-reserve Aboriginal population from Western Canada but are not directly comparable with Labour Force Survey-based data for the general population and Census-based data for the Aboriginal population.

Source: Labour Force Survey, Statistics Canada.

Table D.6.4

Distribution[1] of the population aged 25 to 64, by level of educational attainment and age group, Canada and jurisdictions, 1996 and 2001

	Age group									
	1996					2001				
	25 to 34	35 to 44	45 to 54	55 to 64	Total 25 to 64	25 to 34	35 to 44	45 to 54	55 to 64	Total 25 to 64
	percentage					percentage				
Canada										
Less than high school[2]	**19**	**22**	**29**	**47**	**27**	**15**	**20**	**23**	**38**	**23**
High school[3]	**27**	**27**	**23**	**18**	**24**	**24**	**25**	**25**	**20**	**24**
Trades[4]	**12**	**13**	**13**	**12**	**13**	**12**	**14**	**13**	**12**	**13**
College[5]	**20**	**18**	**15**	**10**	**17**	**21**	**20**	**17**	**12**	**18**
University[6]	**22**	**20**	**20**	**13**	**19**	**28**	**22**	**22**	**17**	**23**
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**4,481,315**	**4,843,030**	**3,697,970**	**2,477,815**	**15,500,130**	**3,973,085**	**5,074,090**	**4,393,180**	**2,847,955**	**16,288,310**
Newfoundland and Labrador										
Less than high school[2]	27	34	44	62	39	22	30	39	54	35
High school[3]	19	17	14	13	16	19	16	15	13	16
Trades[4]	23	24	19	12	20	22	25	22	14	21
College[5]	16	14	10	6	12	19	16	11	8	14
University[6]	15	11	13	7	12	18	13	14	11	14
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**85,065**	**91,600**	**72,695**	**44,630**	**293,985**	**66,535**	**85,050**	**82,610**	**52,660**	**286,855**
Prince Edward Island										
Less than high school[2]	27	30	36	50	34	20	25	30	45	29
High school[3]	22	21	17	14	19	23	22	20	15	20
Trades[4]	16	15	14	12	15	14	18	16	13	16
College[5]	19	18	15	13	17	23	20	16	12	18
University[6]	16	15	17	11	15	20	16	18	14	17
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**19,300**	**20,725**	**16,875**	**11,430**	**68,335**	**16,410**	**21,175**	**20,015**	**13,100**	**70,700**

Table D.6.4

Distribution[1] of the population aged 25 to 64, by level of educational attainment and age group, Canada and jurisdictions, 1996 and 2001 (continued)

	Age group									
	1996					2001				
	25 to 34	35 to 44	45 to 54	55 to 64	Total 25 to 64	25 to 34	35 to 44	45 to 54	55 to 64	Total 25 to 64
	percentage					percentage				
Nova Scotia										
Less than high school[2]	21	26	34	51	31	16	23	28	43	26
High school[3]	21	20	16	13	18	21	19	18	14	18
Trades[4]	18	18	18	14	17	16	19	18	15	17
College[5]	19	17	15	11	16	21	19	16	14	18
University[6]	20	19	18	12	18	25	20	20	15	20
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**137,355**	**149,130**	**118,685**	**79,095**	**484,270**	**114,700**	**151,650**	**137,435**	**91,860**	**495,650**
New Brunswick										
Less than high school[2]	22	29	37	54	33	18	26	32	46	29
High school[3]	29	27	19	14	24	28	27	23	16	24
Trades[4]	13	14	15	11	14	13	14	15	13	14
College[5]	19	16	13	10	15	21	18	15	12	17
University[6]	17	14	15	10	15	21	15	16	13	16
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**112,180**	**122,030**	**95,910**	**62,205**	**392,320**	**94,095**	**121,350**	**112,160**	**72,090**	**399,690**
Quebec										
Less than high school[2]	19	24	31	51	29	16	21	25	40	24
High school[3]	25	29	27	22	26	20	26	29	25	25
Trades[4]	13	12	11	8	11	14	13	12	10	13
College[5]	20	16	11	7	14	22	18	14	8	16
University[6]	22	19	19	12	19	27	21	20	17	22
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**1,086,645**	**1,234,365**	**972,150**	**647,560**	**3,940,720**	**916,635**	**1,236,445**	**1,102,190**	**753,400**	**4,008,675**
Ontario										
Less than high school[2]	16	20	27	45	25	13	17	22	36	21
High school[3]	28	27	23	18	25	26	26	25	20	24
Trades[4]	10	11	12	12	11	9	12	11	12	11
College[5]	22	20	17	12	18	22	21	18	14	19
University[6]	24	22	22	13	21	31	24	24	18	25
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**1,710,495**	**1,772,915**	**1,364,080**	**935,530**	**5,783,030**	**1,550,105**	**1,949,840**	**1,626,720**	**1,057,985**	**6,184,650**
Manitoba										
Less than high school[2]	25	28	33	51	32	21	26	29	42	28
High school[3]	27	24	19	14	22	27	24	21	16	22
Trades[4]	12	13	13	12	12	12	14	13	13	13
College[5]	17	17	15	11	16	18	18	16	13	16
University[6]	19	18	19	12	18	22	19	21	16	20
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**163,675**	**174,375**	**132,200**	**90,485**	**560,730**	**142,250**	**175,780**	**154,305**	**99,300**	**571,640**
Saskatchewan										
Less than high school[2]	26	27	33	53	32	21	26	28	43	28
High school[3]	25	24	19	13	22	25	24	21	15	22
Trades[4]	15	16	15	12	15	16	17	16	14	16
College[5]	17	16	14	9	15	17	17	15	12	16
University[6]	17	17	20	12	17	20	17	20	16	18
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**133,445**	**151,270**	**107,125**	**79,955**	**471,790**	**114,380**	**148,010**	**129,665**	**83,865**	**475,920**

Table D.6.4

Distribution[1] of the population aged 25 to 64, by level of educational attainment and age group, Canada and jurisdictions, 1996 and 2001 (concluded)

	Age group									
	1996					2001				
	25 to 34	35 to 44	45 to 54	55 to 64	Total 25 to 64	25 to 34	35 to 44	45 to 54	55 to 64	Total 25 to 64
	percentage					percentage				
Alberta										
Less than high school[2]	20	21	26	45	25	17	20	21	35	22
High school[3]	27	25	20	16	23	25	24	22	17	23
Trades[4]	14	16	16	14	15	13	16	16	16	15
College[5]	20	19	17	12	18	20	20	18	15	19
University[6]	19	19	22	13	19	24	20	23	18	21
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**434,925**	**478,260**	**318,675**	**201,835**	**1,433,695**	**427,850**	**515,670**	**418,820**	**240,010**	**1,602,355**
British Columbia										
Less than high school[2]	18	20	23	39	23	14	18	19	30	19
High school[3]	28	27	23	18	25	27	25	24	20	24
Trades[4]	13	14	15	15	14	12	14	14	15	14
College[5]	20	19	18	13	18	19	20	19	16	19
University[6]	22	20	22	14	20	28	23	24	20	24
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**580,685**	**632,245**	**489,155**	**320,300**	**2,022,385**	**515,725**	**653,345**	**597,045**	**377,935**	**2,144,050**
Yukon										
Less than high school[2]	18	16	21	41	21	15	15	14	27	17
High school[3]	26	20	18	15	21	26	20	21	17	21
Trades[4]	15	19	19	17	18	15	19	18	20	18
College[5]	21	24	20	16	21	21	22	21	17	21
University[6]	20	21	21	12	20	23	23	26	19	23
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**5,355**	**6,335**	**4,270**	**1,900**	**17,860**	**3,870**	**5,595**	**5,045**	**2,410**	**16,925**
Northwest Territories										
Less than high school[2]	25	22	29	53	27	23	24	22	41	25
High school[3]	23	21	15	10	19	24	19	19	13	20
Trades[4]	16	18	17	13	16	15	18	19	16	17
College[5]	20	21	17	11	19	19	20	18	11	18
University[6]	17	19	22	13	18	19	19	22	19	19
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**7,740**	**6,895**	**4,255**	**1,820**	**20,715**	**5,990**	**6,750**	**4,890**	**2,155**	**19,785**
Nunavut										
Less than high school[2]	38	31	49	70	41	36	34	35	62	38
High school[3]	22	18	11	7	17	26	20	17	8	20
Trades[4]	13	18	17	11	15	11	16	15	11	13
College[5]	17	19	11	5	15	17	19	18	8	17
University[6]	10	14	12	7	11	11	11	16	11	12
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Population (number)	**4,455**	**2,890**	**1,890**	**1,060**	**10,290**	**4,530**	**3,415**	**2,285**	**1,175**	**11,410**

1. To ensure the confidentiality of responses collected for the Census, a random rounding process is used to alter the values reported in individual cells. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently and randomly rounded. However, apart from discrepancies due to simple rounding, the percentages are calculated to add up to 100%, as recommended by Census methodology.
2. Includes individuals having no education or education below high school graduation.
3. Includes high school graduates and individuals who have some postsecondary education (not completed).
4. Includes graduates of trade-vocational programs.
5. Includes graduates of community colleges, CEGEP, schools of nursing and similar programs at this level.
6. Includes individuals with a university degree or certificate (below or above bachelor's degree).

Source: 1996 and 2001 Census of Population, Statistics Canada.

Table D.6.5

Level of educational attainment in the population aged 25 to 64 with Aboriginal identity, by sex, Canada, 1996 and 2001

	1996	2001	Change 1996 to 2001	1996	2001
	number		percentage	percentage distribution	
Total Aboriginal identity[1]					
Both sexes					
Less than high school[2]	**156,605**	**171,715**	**10**	**45**	**39**
High school[3]	**74,100**	**101,360**	**37**	**21**	**23**
Trades[4]	**48,845**	**69,265**	**42**	**14**	**16**
College[5]	**45,755**	**66,800**	**46**	**13**	**15**
University[6]	**21,185**	**34,465**	**63**	**6**	**8**
All trades, college and university	**115,780**	**170,530**	**47**	**33**	**38**
Total population aged 25 to 64	**346,485**	**443,605**	**28**	**100**	**100**
Male					
Less than high school[2]	77,190	86,500	12	47	41
High school[3]	32,490	45,770	41	20	22
Trades[4]	29,365	41,340	41	18	20
College[5]	16,165	23,575	46	10	11
University[6]	8,050	12,435	54	5	6
All trades, college and university	53,580	77,350	44	33	37
Total population aged 25 to 64	**163,260**	**209,620**	**28**	**100**	**100**
Female					
Less than high school[2]	79,415	85,215	7	43	36
High school[3]	41,610	55,590	34	23	24
Trades[4]	19,480	27,925	43	11	12
College[5]	29,585	43,225	46	16	18
University[6]	13,130	22,030	68	7	9
All trades, college and university	62,195	93,180	50	34	40
Total population aged 25 to 64	**183,220**	**233,985**	**28**	**100**	**100**
North American Indian					
Both sexes					
Less than high school[2]	**103,325**	**108,945**	**5**	**46**	**41**
High school[3]	**47,425**	**60,615**	**28**	**21**	**23**
Trades[4]	**30,305**	**39,810**	**31**	**14**	**15**
College[5]	**28,865**	**37,935**	**31**	**13**	**14**
University[6]	**13,420**	**20,095**	**50**	**6**	**8**
All trades, college and university	**72,590**	**97,845**	**35**	**33**	**37**
Total population aged 25 to 64	**223,340**	**267,405**	**20**	**100**	**100**
Male					
Less than high school[2]	50,740	54,080	7	49	43
High school[3]	20,960	27,035	29	20	22
Trades[4]	17,850	23,365	31	17	19
College[5]	10,055	13,325	33	10	11
University[6]	5,000	6,600	32	5	5
All trades, college and university	32,910	43,290	32	31	35
Total population aged 25 to 64	**104,610**	**124,405**	**19**	**100**	**100**
Female					
Less than high school[2]	52,585	54,865	4	44	38
High school[3]	26,465	33,575	27	22	23
Trades[4]	12,455	16,450	32	10	12
College[5]	18,810	24,605	31	16	17
University[6]	8,415	13,495	60	7	9
All trades, college and university	39,680	54,550	37	33	38
Total population aged 25 to 64	**118,730**	**142,990**	**20**	**100**	**100**

Table D.6.5

Level of educational attainment in the population aged 25 to 64 with Aboriginal identity, by sex, Canada, 1996 and 2001 (continued)

	1996	2001	Change 1996 to 2001	1996	2001
	number		percentage	percentage distribution	
Métis					
Both sexes					
Less than high school[2]	**39,505**	**48,315**	**22**	**42**	**34**
High school[3]	**20,990**	**33,650**	**60**	**22**	**24**
Trades[4]	**14,620**	**24,525**	**68**	**15**	**17**
College[5]	**13,300**	**23,985**	**80**	**14**	**17**
University[6]	**6,365**	**12,355**	**94**	**7**	**9**
All trades, college and university	**34,295**	**60,865**	**77**	**36**	**43**
Total population aged 25 to 64	**94,790**	**142,830**	**51**	**100**	**100**
Male					
Less than high school[2]	20,570	25,800	25	44	37
High school[3]	9,260	15,720	70	20	22
Trades[4]	9,185	15,205	66	20	22
College[5]	4,760	8,530	79	10	12
University[6]	2,625	5,280	101	6	7
All trades, college and university	16,570	29,020	75	36	41
Total population aged 25 to 64	**46,400**	**70,540**	**52**	**100**	**100**
Female					
Less than high school[2]	18,935	22,510	19	39	31
High school[3]	11,730	17,930	53	24	25
Trades[4]	5,440	9,320	71	11	13
College[5]	8,540	15,450	81	18	21
University[6]	3,745	7,070	89	8	10
All trades, college and university	17,725	31,845	80	37	44
Total population aged 25 to 64	**48,390**	**72,285**	**49**	**100**	**100**
Inuit					
Both sexes					
Less than high school[2]	**8,110**	**8,610**	**6**	**54**	**48**
High school[3]	**2,600**	**3,635**	**40**	**17**	**20**
Trades[4]	**2,165**	**2,725**	**26**	**14**	**15**
College[5]	**1,850**	**2,325**	**26**	**12**	**13**
University[6]	**360**	**650**	**81**	**2**	**4**
All trades, college and university	**4,380**	**5,700**	**30**	**29**	**32**
Total population aged 25 to 64	**15,090**	**17,945**	**19**	**100**	**100**
Male					
Less than high school[2]	3,765	4,100	9	51	47
High school[3]	1,160	1,700	47	16	20
Trades[4]	1,515	1,675	11	20	19
College[5]	830	985	19	11	11
University[6]	140	200	43	2	2
All trades, college and university	2,490	2,860	15	34	33
Total population aged 25 to 64	**7,415**	**8,660**	**17**	**100**	**100**

Table D.6.5

Level of educational attainment in the population aged 25 to 64 with Aboriginal identity, by sex, Canada, 1996 and 2001 (concluded)

	1996	2001	Change 1996 to 2001	1996	2001
	number		percentage	percentage distribution	
Female					
Less than high school[2]	4,350	4,505	4	57	49
High school[3]	1,435	1,930	34	19	21
Trades[4]	650	1,055	62	8	11
College[5]	1,020	1,345	32	13	14
University[6]	220	450	105	3	5
All trades, college and university	1,890	2,845	51	25	31
Total population aged 25 to 64	**7,675**	**9,280**	**21**	**100**	**100**

1. Total Aboriginal identity includes the Aboriginal groups (North American Indian, Métis and Inuit), multiple Aboriginal responses and Aboriginal responses not included elsewhere.
2. Includes individuals having no education or education below high school graduation.
3. Includes high school graduates and individuals who have some postsecondary education (not completed).
4. Includes graduates of trade-vocational programs.
5. Includes graduates of community colleges, CEGEP, schools of nursing and similar programs at this level.
6. Includes individuals with a university degree or certificate (below or above bachelor's degree).

Note: To ensure the confidentiality of responses collected for the Census, a random rounding process is used to alter the values reported in individual cells. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently and randomly rounded. However, apart from discrepancies due to simple rounding, the percentages are calculated to add up to 100%, as recommended by Census methodology.

Source: 1996 and 2001 Census of Population, Statistics Canada.

Table D.6.6

Level of educational attainment in the population aged 25 to 64, by sex, Canada, 1996 and 2001

	1996	2001	Change 1996 to 2001	1996	2001
	number		percentage	percentage distribution	
Canada					
Both sexes					
Less than high school[1]	**4,149,285**	**3,698,230**	**-11**	**27**	**23**
High school[2]	**3,784,020**	**3,898,405**	**3**	**24**	**24**
Trades[3]	**1,952,690**	**2,097,150**	**7**	**13**	**13**
College[4]	**2,605,335**	**2,917,900**	**12**	**17**	**18**
University[5]	**3,008,795**	**3,676,630**	**22**	**19**	**23**
All trades, college and university	**7,566,820**	**8,691,680**	**15**	**49**	**53**
Total population aged 25 to 64	**15,500,125**	**16,288,310**	**5**	**100**	**100**
Male					
Less than high school[1]	2,073,490	1,874,780	-10	27	23
High school[2]	1,707,600	1,796,465	5	22	22
Trades[3]	1,255,705	1,323,705	5	16	17
College[4]	1,076,035	1,201,220	12	14	15
University[5]	1,536,980	1,804,235	17	20	23
All trades, college and university	3,868,720	4,329,160	12	51	54
Total population aged 25 to 64	**7,649,810**	**8,000,410**	**5**	**100**	**100**
Female					
Less than high school[1]	2,075,790	1,823,450	-12	26	22
High school[2]	2,076,435	2,101,935	1	26	25
Trades[3]	696,990	773,440	11	9	9
College[4]	1,529,295	1,716,680	12	19	21
University[5]	1,471,810	1,872,390	27	19	23
All trades, college and university	3,698,095	4,362,510	18	47	53
Total population aged 25 to 64	**7,850,315**	**8,287,900**	**6**	**100**	**100**

Table D.6.6

Level of educational attainment in the population aged 25 to 64, by sex, Canada, 1996 and 2001 (continued)

	1996	2001	Change 1996 to 2001	1996	2001
	number		percentage	percentage distribution	
Newfoundland and Labrador					
Both sexes					
Less than high school[1]	**113,370**	**100,475**	**-11**	**39**	**35**
High school[2]	**47,680**	**45,425**	**-5**	**16**	**16**
Trades[3]	**60,155**	**61,540**	**2**	**20**	**21**
College[4]	**36,590**	**39,450**	**8**	**12**	**14**
University[5]	**36,195**	**39,970**	**10**	**12**	**14**
All trades, college and university	**132,940**	**140,960**	**6**	**45**	**49**
Total population aged 25 to 64	**293,985**	**286,855**	**-2**	**100**	**100**
Male					
Less than high school[1]	54,910	48,015	-13	38	34
High school[2]	22,375	21,195	-5	15	15
Trades[3]	34,320	34,580	1	24	25
College[4]	15,560	16,775	8	11	12
University[5]	18,020	18,765	4	12	13
All trades, college and university	67,900	70,120	3	47	50
Total population aged 25 to 64	**145,185**	**139,325**	**-4**	**100**	**100**
Female					
Less than high school[1]	58,455	52,450	-10	39	36
High school[2]	25,300	24,240	-4	17	16
Trades[3]	25,830	26,960	4	17	18
College[4]	21,030	22,680	8	14	15
University[5]	18,180	21,200	17	12	14
All trades, college and university	65,040	70,840	9	44	48
Total population aged 25 to 64	**148,805**	**147,530**	**-1**	**100**	**100**
Prince Edward Island					
Both sexes					
Less than high school[1]	**23,320**	**20,460**	**-12**	**34**	**29**
High school[2]	**13,000**	**14,325**	**10**	**19**	**20**
Trades[3]	**10,095**	**11,040**	**9**	**15**	**16**
College[4]	**11,520**	**12,950**	**12**	**17**	**18**
University[5]	**10,390**	**11,925**	**15**	**15**	**17**
All trades, college and university	**32,005**	**35,915**	**12**	**47**	**51**
Total population aged 25 to 64	**68,335**	**70,700**	**3**	**100**	**100**
Male					
Less than high school[1]	13,120	11,580	-12	38	33
High school[2]	6,080	6,705	10	18	19
Trades[3]	6,235	6,610	6	18	19
College[4]	3,915	4,350	11	11	13
University[5]	4,790	5,350	12	14	15
All trades, college and university	14,940	16,310	9	44	47
Total population aged 25 to 64	**34,135**	**34,585**	**1**	**100**	**100**
Female					
Less than high school[1]	10,190	8,885	-13	30	25
High school[2]	6,925	7,620	10	20	21
Trades[3]	3,865	4,435	15	11	12
College[4]	7,610	8,600	13	22	24
University[5]	5,610	6,580	17	16	18
All trades, college and university	17,085	19,615	15	50	54
Total population aged 25 to 64	**34,195**	**36,115**	**6**	**100**	**100**

Table D.6.6

Level of educational attainment in the population aged 25 to 64, by sex, Canada, 1996 and 2001 (continued)

	1996	2001	Change 1996 to 2001	1996	2001
	number		percentage	percentage distribution	
Nova Scotia					
Both sexes					
Less than high school[1]	**148,925**	**131,090**	**-12**	**31**	**26**
High school[2]	**88,205**	**90,010**	**2**	**18**	**18**
Trades[3]	**83,555**	**86,220**	**3**	**17**	**17**
College[4]	**78,010**	**88,295**	**13**	**16**	**18**
University[5]	**85,570**	**100,040**	**17**	**18**	**20**
All trades, college and university	**247,135**	**274,555**	**11**	**51**	**55**
Total population aged 25 to 64	**484,265**	**495,650**	**2**	**100**	**100**
Male					
Less than high school[1]	74,800	66,540	-11	32	28
High school[2]	40,910	41,875	2	17	17
Trades[3]	51,645	53,405	3	22	22
College[4]	29,120	33,325	14	12	14
University[5]	40,925	45,675	12	17	19
All trades, college and university	121,690	132,405	9	51	55
Total population aged 25 to 64	**237,395**	**240,815**	**1**	**100**	**100**
Female					
Less than high school[1]	74,120	64,555	-13	30	25
High school[2]	47,285	48,135	2	19	19
Trades[3]	31,915	32,815	3	13	13
College[4]	48,890	54,965	12	20	22
University[5]	44,655	54,365	22	18	21
All trades, college and university	125,460	142,145	13	51	56
Total population aged 25 to 64	**246,870**	**254,840**	**3**	**100**	**100**
New Brunswick					
Both sexes					
Less than high school[1]	**128,930**	**116,540**	**-10**	**33**	**29**
High school[2]	**92,725**	**96,630**	**4**	**24**	**24**
Trades[3]	**53,145**	**55,045**	**4**	**14**	**14**
College[4]	**60,055**	**66,675**	**11**	**15**	**17**
University[5]	**57,465**	**64,800**	**13**	**15**	**16**
All trades, college and university	**170,665**	**186,520**	**9**	**44**	**47**
Total population aged 25 to 64	**392,320**	**399,690**	**2**	**100**	**100**
Male					
Less than high school[1]	66,895	61,530	-8	34	31
High school[2]	41,665	44,225	6	21	23
Trades[3]	34,395	34,985	2	18	18
College[4]	23,390	26,245	12	12	13
University[5]	27,680	29,225	6	14	15
All trades, college and university	85,465	90,455	6	44	46
Total population aged 25 to 64	**194,020**	**196,220**	**1**	**100**	**100**
Female					
Less than high school[1]	62,030	55,005	-11	31	27
High school[2]	51,065	52,400	3	26	26
Trades[3]	18,750	20,060	7	9	10
College[4]	36,660	40,430	10	18	20
University[5]	29,800	35,575	19	15	17
All trades, college and university	85,210	96,065	13	43	47
Total population aged 25 to 64	**198,300**	**203,480**	**3**	**100**	**100**

Table D.6.6

Level of educational attainment in the population aged 25 to 64, by sex, Canada, 1996 and 2001 (continued)

	1996	2001	Change 1996 to 2001	1996	2001
	number		percentage	percentage distribution	
Quebec					
Both sexes					
Less than high school[1]	**1,137,355**	**979,965**	**-14**	**29**	**24**
High school[2]	**1,035,790**	**1,018,720**	**-2**	**26**	**25**
Trades[3]	**452,155**	**505,655**	**12**	**11**	**13**
College[4]	**569,495**	**637,890**	**12**	**14**	**16**
University[5]	**745,935**	**866,455**	**16**	**19**	**22**
All trades, college and university	**1,767,585**	**2,010,000**	**14**	**45**	**50**
Total population aged 25 to 64	**3,940,725**	**4,008,675**	**2**	**100**	**100**
Male					
Less than high school[1]	564,260	498,700	-12	29	25
High school[2]	469,630	470,725	0	24	24
Trades[3]	275,140	298,470	8	14	15
College[4]	254,665	283,635	11	13	14
University[5]	381,695	424,460	11	20	21
All trades, college and university	911,500	1,006,565	10	47	51
Total population aged 25 to 64	**1,945,385**	**1,975,980**	**2**	**100**	**100**
Female					
Less than high school[1]	573,095	481,260	-16	29	24
High school[2]	566,160	547,990	-3	28	27
Trades[3]	177,015	207,185	17	9	10
College[4]	314,825	354,255	13	16	17
University[5]	364,230	441,995	21	18	22
All trades, college and university	856,070	1,003,435	17	43	49
Total population aged 25 to 64	**1,995,330**	**2,032,690**	**2**	**100**	**100**
Ontario					
Both sexes					
Less than high school[1]	**1,428,515**	**1,274,225**	**-11**	**25**	**21**
High school[2]	**1,433,980**	**1,509,585**	**5**	**25**	**24**
Trades[3]	**645,285**	**677,755**	**5**	**11**	**11**
College[4]	**1,062,780**	**1,194,425**	**12**	**18**	**19**
University[5]	**1,212,475**	**1,528,665**	**26**	**21**	**25**
All trades, college and university	**2,920,540**	**3,400,845**	**16**	**51**	**55**
Total population aged 25 to 64	**5,783,030**	**6,184,650**	**7**	**100**	**100**
Male					
Less than high school[1]	701,745	633,470	-10	25	21
High school[2]	644,065	694,030	8	23	23
Trades[3]	420,205	435,970	4	15	14
College[4]	439,550	492,450	12	16	16
University[5]	626,900	764,100	22	22	25
All trades, college and university	1,486,655	1,692,520	14	52	56
Total population aged 25 to 64	**2,832,455**	**3,020,025**	**7**	**100**	**100**
Female					
Less than high school[1]	726,775	640,755	-12	25	20
High school[2]	789,915	815,550	3	27	26
Trades[3]	225,080	241,780	7	8	8
College[4]	623,225	701,975	13	21	22
University[5]	585,575	764,575	31	20	24
All trades, college and university	1,433,880	1,708,330	19	49	54
Total population aged 25 to 64	**2,950,570**	**3,164,630**	**7**	**100**	**100**

Table D.6.6

Level of educational attainment in the population aged 25 to 64, by sex, Canada, 1996 and 2001 (continued)

	1996	2001	Change 1996 to 2001	1996	2001
	number		percentage	percentage distribution	
Manitoba					
Both sexes					
Less than high school[1]	**179,865**	**162,600**	**-10**	**32**	**28**
High school[2]	**123,930**	**128,575**	**4**	**22**	**22**
Trades[3]	**69,570**	**74,855**	**8**	**12**	**13**
College[4]	**88,515**	**93,210**	**5**	**16**	**16**
University[5]	**98,850**	**112,395**	**14**	**18**	**20**
All trades, college and university	**256,935**	**280,460**	**9**	**46**	**49**
Total population aged 25 to 64	**560,725**	**571,645**	**2**	**100**	**100**
Male					
Less than high school[1]	93,400	85,045	-9	33	30
High school[2]	57,390	61,230	7	21	22
Trades[3]	44,465	46,530	5	16	16
College[4]	33,695	36,180	7	12	13
University[5]	49,890	53,925	8	18	19
All trades, college and university	128,050	136,635	7	46	48
Total population aged 25 to 64	**278,835**	**282,890**	**1**	**100**	**100**
Female					
Less than high school[1]	86,470	77,560	-10	31	27
High school[2]	66,535	67,340	1	24	23
Trades[3]	25,115	28,325	13	9	10
College[4]	54,820	57,035	4	19	20
University[5]	48,950	58,475	19	17	20
All trades, college and university	128,885	143,835	12	46	50
Total population aged 25 to 64	**281,895**	**288,745**	**2**	**100**	**100**
Saskatchewan					
Both sexes					
Less than high school[1]	**153,330**	**134,585**	**-12**	**32**	**28**
High school[2]	**101,460**	**103,875**	**2**	**22**	**22**
Trades[3]	**69,315**	**76,050**	**10**	**15**	**16**
College[4]	**68,465**	**74,400**	**9**	**15**	**16**
University[5]	**79,230**	**87,005**	**10**	**17**	**18**
All trades, college and university	**217,010**	**237,455**	**9**	**46**	**50**
Total population aged 25 to 64	**471,790**	**475,920**	**1**	**100**	**100**
Male					
Less than high school[1]	82,245	73,690	-10	35	31
High school[2]	48,405	51,090	6	21	22
Trades[3]	42,755	45,605	7	18	19
College[4]	23,190	25,015	8	10	11
University[5]	38,105	39,945	5	16	17
All trades, college and university	104,050	110,565	6	44	47
Total population aged 25 to 64	**234,705**	**235,350**	**0**	**100**	**100**
Female					
Less than high school[1]	71,090	60,890	-14	30	25
High school[2]	53,055	52,785	-1	22	22
Trades[3]	26,560	30,445	15	11	13
College[4]	45,270	49,385	9	19	21
University[5]	41,125	47,065	14	17	20
All trades, college and university	112,955	126,895	12	48	53
Total population aged 25 to 64	**237,085**	**240,570**	**1**	**100**	**100**

Table D.6.6

Level of educational attainment in the population aged 25 to 64, by sex, Canada, 1996 and 2001 (continued)

	1996	2001	Change 1996 to 2001	1996	2001
	number		percentage	percentage distribution	
Alberta					
Both sexes					
Less than high school[1]	**359,685**	**349,940**	**-3**	**25**	**22**
High school[2]	**332,765**	**363,210**	**9**	**23**	**23**
Trades[3]	**214,320**	**245,890**	**15**	**15**	**15**
College[4]	**256,320**	**299,825**	**17**	**18**	**19**
University[5]	**270,600**	**343,505**	**27**	**19**	**21**
All trades, college and university	**741,240**	**889,220**	**20**	**52**	**55**
Total population aged 25 to 64	**1,433,695**	**1,602,355**	**12**	**100**	**100**
Male					
Less than high school[1]	181,755	179,190	-1	25	22
High school[2]	146,330	164,990	13	20	21
Trades[3]	148,390	168,730	14	21	21
College[4]	103,850	120,165	16	14	15
University[5]	139,380	169,065	21	19	21
All trades, college and university	391,620	457,960	17	54	57
Total population aged 25 to 64	**719,715**	**802,130**	**11**	**100**	**100**
Female					
Less than high school[1]	177,925	170,745	-4	25	21
High school[2]	186,435	198,220	6	26	25
Trades[3]	65,930	77,155	17	9	10
College[4]	152,475	179,660	18	21	22
University[5]	131,220	174,440	33	18	22
All trades, college and university	349,625	431,255	23	49	54
Total population aged 25 to 64	**713,985**	**800,230**	**12**	**100**	**100**
British Columbia					
Both sexes					
Less than high school[1]	**462,430**	**416,245**	**-10**	**23**	**19**
High school[2]	**504,980**	**518,150**	**3**	**25**	**24**
Trades[3]	**287,010**	**295,180**	**3**	**14**	**14**
College[4]	**364,380**	**401,755**	**10**	**18**	**19**
University[5]	**403,580**	**512,715**	**27**	**20**	**24**
All trades, college and university	**1,054,970**	**1,209,650**	**15**	**52**	**56**
Total population aged 25 to 64	**2,022,395**	**2,144,050**	**6**	**100**	**100**
Male					
Less than high school[1]	233,195	210,645	-10	23	20
High school[2]	226,385	235,800	4	23	22
Trades[3]	192,325	193,430	1	19	18
College[4]	145,160	159,340	10	14	15
University[5]	205,555	249,470	21	21	24
All trades, college and university	543,040	602,240	11	54	57
Total population aged 25 to 64	**1,002,630**	**1,048,685**	**5**	**100**	**100**
Female					
Less than high school[1]	229,230	205,605	-10	22	19
High school[2]	278,605	282,350	1	27	26
Trades[3]	94,685	101,750	7	9	9
College[4]	219,225	242,415	11	21	22
University[5]	198,025	263,240	33	19	24
All trades, college and university	511,935	607,405	19	50	55
Total population aged 25 to 64	**1,019,765**	**1,095,360**	**7**	**100**	**100**

Table D.6.6

Level of educational attainment in the population aged 25 to 64, by sex, Canada, 1996 and 2001 (continued)

	1996	2001	Change 1996 to 2001	1996	2001
	number		percentage	percentage distribution	
Yukon					
Both sexes					
Less than high school[1]	**3,695**	**2,795**	**-24**	**21**	**17**
High school[2]	**3,685**	**3,615**	**-2**	**21**	**21**
Trades[3]	**3,160**	**3,045**	**-4**	**18**	**18**
College[4]	**3,745**	**3,510**	**-6**	**21**	**21**
University[5]	**3,570**	**3,960**	**11**	**20**	**23**
All trades, college and university	**10,475**	**10,515**	**0**	**59**	**62**
Total population aged 25 to 64	**17,860**	**16,925**	**-5**	**100**	**100**
Male					
Less than high school[1]	2,150	1,620	-25	23	19
High school[2]	1,580	1,600	1	17	19
Trades[3]	2,225	2,020	-9	24	24
College[4]	1,575	1,370	-13	17	16
University[5]	1,625	1,785	10	18	21
All trades, college and university	5,425	5,175	-5	59	62
Total population aged 25 to 64	**9,150**	**8,395**	**-8**	**100**	**100**
Female					
Less than high school[1]	1,535	1,180	-23	18	14
High school[2]	2,115	2,020	-4	24	24
Trades[3]	940	1,020	9	11	12
College[4]	2,175	2,145	-1	25	25
University[5]	1,945	2,175	12	22	25
All trades, college and university	5,060	5,340	6	58	63
Total population aged 25 to 64	**8,705**	**8,530**	**-2**	**100**	**100**
Northwest Territories					
Both sexes					
Less than high school[1]	**5,615**	**4,975**	**-11**	**27**	**25**
High school[2]	**4,035**	**3,995**	**-1**	**19**	**20**
Trades[3]	**3,395**	**3,380**	**0**	**16**	**17**
College[4]	**3,910**	**3,600**	**-8**	**19**	**18**
University[5]	**3,770**	**3,845**	**2**	**18**	**19**
All trades, college and university	**11,075**	**10,825**	**-2**	**53**	**55**
Total population aged 25 to 64	**20,715**	**19,780**	**-5**	**100**	**100**
Male					
Less than high school[1]	2,950	2,650	-10	28	26
High school[2]	1,835	1,825	-1	17	18
Trades[3]	2,440	2,350	-4	23	23
College[4]	1,635	1,515	-7	15	15
University[5]	1,865	1,800	-3	17	18
All trades, college and university	5,940	5,665	-5	55	56
Total population aged 25 to 64	**10,725**	**10,135**	**-6**	**100**	**100**
Female					
Less than high school[1]	2,660	2,325	-13	27	24
High school[2]	2,200	2,170	-1	22	22
Trades[3]	955	1,035	8	10	11
College[4]	2,270	2,085	-8	23	22
University[5]	1,900	2,040	7	19	21
All trades, college and university	5,125	5,160	1	51	53
Total population aged 25 to 64	**9,985**	**9,655**	**-3**	**100**	**100**

Table D.6.6

Level of educational attainment in the population aged 25 to 64, by sex, Canada, 1996 and 2001 (concluded)

	1996	2001	Change 1996 to 2001	1996	2001
	number		percentage	percentage distribution	
Nunavut					
Both sexes					
Less than high school[1]	**4,260**	**4,355**	**2**	**41**	**38**
High school[2]	**1,795**	**2,295**	**28**	**17**	**20**
Trades[3]	**1,535**	**1,500**	**-2**	**15**	**13**
College[4]	**1,555**	**1,915**	**23**	**15**	**17**
University[5]	**1,145**	**1,350**	**18**	**11**	**12**
All trades, college and university	**4,235**	**4,765**	**13**	**41**	**42**
Total population aged 25 to 64	**10,290**	**11,410**	**11**	**100**	**100**
Male					
Less than high school[1]	2,055	2,110	3	38	36
High school[2]	945	1,185	25	17	20
Trades[3]	1,180	1,015	-14	22	17
College[4]	735	885	20	13	15
University[5]	555	670	21	10	11
All trades, college and university	2,470	2,570	4	45	44
Total population aged 25 to 64	**5,465**	**5,870**	**7**	**100**	**100**
Female					
Less than high school[1]	2,210	2,245	2	46	40
High school[2]	850	1,110	31	18	20
Trades[3]	355	475	34	7	9
College[4]	820	1,030	26	17	19
University[5]	590	685	16	12	12
All trades, college and university	1,765	2,190	24	37	39
Total population aged 25 to 64	**4,825**	**5,540**	**15**	**100**	**100**

1. Includes individuals having no education or education below high school graduation.
2. Includes high school graduates and individuals who have some postsecondary education (not completed).
3. Includes graduates of trade-vocational programs.
4. Includes graduates of community colleges, CEGEP, schools of nursing and similar programs at this level.
5. Includes individuals with a university degree or certificate (below or above bachelor's degree).

Note: To ensure the confidentiality of responses collected for the Census, a random rounding process is used to alter the values reported in individual cells. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently and randomly rounded. However, apart from discrepancies due to simple rounding, the percentages are calculated to add up to 100%, as recommended by Census methodology.

Source: 1996 and 2001 Census of Population, Statistics Canada.

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Table E.1.1

Participation rate in education, by education level and age, Canada, 1995/1996 and 2005/2006

	Age														
	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
	percentage														
1995/1996															
Primary/Secondary	97	93	72	38	13	4	2	2	1	1	1	x	x	1	1
University	x	x	2	10	21	25	26	22	15	12	8	7	5	5	4
College	x	2	12	20	23	18	15	11	10	7	6	5	4	3	3
Total	**97**	**94**	**86**	**68**	**57**	**48**	**43**	**35**	**26**	**19**	**14**	**12**	**9**	**9**	**7**
2005/2006															
Primary/Secondary	95	92	77	30	10	4	2	1	1	1	x	1	x	x	x
University	x	x	2	19	27	29	30	27	21	18	11	9	8	6	5
College	1	1	9	20	23	18	12	10	10	7	5	4	4	3	3
Total	**96**	**93**	**88**	**69**	**60**	**52**	**45**	**39**	**31**	**26**	**16**	**14**	**12**	**10**	**8**

Note: The participation rate is based on a monthly average from September to April.
Source: Labour Force Survey, Statistics Canada.

Table E.1.2

Participation rate in education, by education level and age group, Canada and provinces, 1995/1996 and 2005/2006

	Age group		
	15 to 19	20 to 24	25 to 29
	percentage		
Canada			
1995/1996			
Primary/Secondary	63	2	1
College	11	12	4
University	7	20	6
Total	**81**	**34**	**10**
2005-2006			
Primary/Secondary	62	2	<1
College	11	11	4
University	9	25	8
Total	**81**	**38**	**12**
Newfoundland and Labrador			
1995/1996			
Primary/Secondary	60	x	x
College	6	14	5
University	13	18	5*
Total	**79**	**32**	**10**
2005/2006			
Primary/Secondary	68	x	x
College	4*	11	2**
University	13	26	6**
Total	**85**	**37**	**9***

Table E.1.2

Participation rate in education, by education level and age group, Canada and provinces, 1995/1996 and 2005/2006 (continued)

	Age group		
	15 to 19	20 to 24	25 to 29
		percentage	
Prince Edward Island			
1995/1996			
Primary/Secondary	62	x	x
College	4*	6*	3*
University	12	19	3**
Total	**78**	**25**	**7**
2005/2006			
Primary/Secondary	66	x	x
College	4*	6*	4*
University	15	23	6*
Total	**84**	**29**	**10**
Nova Scotia			
1995/1996			
Primary/Secondary	69	2*	x
College	4	6	2*
University	12	19	4*
Total	**85**	**27**	**7**
2005/2006			
Primary/Secondary	67	1**	x
College	4	5	3
University	13	29	8
Total	**84**	**35**	**11**
New Brunswick			
1995/1996			
Primary/Secondary	61	x	x
College	5	7	3
University	12	16	4*
Total	**77**	**24**	**6**
2005/2006			
Primary/Secondary	65	x	x
College	5*	6	3*
University	11	26	5*
Total	**82**	**33**	**8**
Quebec			
1995/1996			
Primary/Secondary	50	2	1*
College	27	12	3
University	3	22	8
Total	**79**	**36**	**12**
2005/2006			
Primary/Secondary	52	4	1
College	24	9	3
University	3	26	10
Total	**80**	**39**	**14**

Table E.1.2

Participation rate in education, by education level and age group, Canada and provinces, 1995/1996 and 2005/2006 (continued)

	Age group		
	15 to 19	20 to 24	25 to 29
		percentage	
Ontario			
1995/1996			
Primary/Secondary	72	3	1*
College	6	15	4
University	7	22	5
Total	**85**	**40**	**10**
2005/2006			
Primary/Secondary	66	1	<1*
College	7	13	4
University	12	28	7
Total	**85**	**42**	**11**
Manitoba			
1995/1996			
Primary/Secondary	61	2*	x
College	3*	5	3*
University	12	17	6
Total	**76**	**24**	**9**
2005/2006			
Primary/Secondary	63	2*	1**
College	4	8	3
University	12	27	9
Total	**80**	**36**	**12**
Saskatchewan			
1995/1996			
Primary/Secondary	61	1**	x
College	3	4	3*
University	11	20	6
Total	**74**	**25**	**9**
2005/2006			
Primary/Secondary	65	1*	x
College	3	5	3
University	10	26	8
Total	**78**	**32**	**11**
Alberta			
1995/1996			
Primary/Secondary	63	1*	x
College	6	10	5
University	7	16	5
Total	**76**	**27**	**9**
2005/2006			
Primary/Secondary	60	X	x
College	8	12	4
University	8	17	5
Total	**75**	**29**	**10**

Table E.1.2

Participation rate in education, by education level and age group, Canada and provinces, 1995/1996 and 2005/2006 (concluded)

	Age group		
	15 to 19	20 to 24	25 to 29
		percentage	
British Columbia			
1995/1996			
Primary/Secondary	60	1 *	x
College	9	13	5
University	8	15	3
Total	**77**	**29**	**9**
2005/2006			
Primary/Secondary	60	1	x
College	9	16	6
University	9	21	9
Total	**78**	**38**	**15**

* indicates a coefficient of variation (CV) between 16.6% and 25%.

** indicates a coefficient of variation (CV) greater than 25% and less than or equal to 33.3%.

Note: The participation rate is based on a monthly average from September to April.

Source: Labour Force Survey, Statistics Canada.

Table E.1.3

Comparison of high school education status of two cohorts of 19-year-olds by sex, Canada and provinces, 1999 and 2003

	Male			Female			Both sexes		
	Graduates	Continuers	Dropouts	Graduates	Continuers	Dropouts	Graduates	Continuers	Dropouts
	percentage								
	1999								
19-year-olds in YITS Cycle 1, high school status as of December 1999									
Canada	**75.3**	**9.8**	**14.8**	**85.7**	**5.2**	**9.1**	**80.4**	**7.6**	**12.0**
Newfoundland and Labrador	81.8	6.8 [E]	11.4 [E]	94.3	x	F	87.5	3.8 [E]	8.7 [E]
Prince Edward Island	81.0	12.1 [E]	6.9 [E]	88.0	F	F	84.5	7.6 [E]	8.0 [E]
Nova Scotia	69.2	16.5	14.2 [E]	88.6	5.8 [E]	5.6 [E]	78.8	11.3	10.0
New Brunswick	85.9	6.9 [E]	7.2 [E]	88.3	F	6.8 [E]	87.1	5.9 [E]	7.0 [E]
Quebec	69.2	7.7 [E]	23.1	86.7	4.6 [E]	8.7	77.7	6.2	16.1
Ontario	78.8	11.4	9.8	86.2	5.5	8.3	82.4	8.5	9.0
Manitoba	74.2	7.4 [E]	18.4 [E]	83.9	7.2 [E]	8.8 [E]	79.0	7.3 [E]	13.7
Saskatchewan	77.4	8.8 [E]	13.8 [E]	91.6	3.8 [E]	4.6 [E]	84.3	6.4 [E]	9.3 [E]
Alberta	77.0	7.0 [E]	16.1 [E]	76.6	6.8 [E]	16.6	76.8	6.9 [E]	16.3
British Columbia	73.9	12.0 [E]	14.1 [E]	85.4	5.2 [E]	9.4 [E]	79.6	8.6 [E]	11.8
	2003								
19-year-olds in YITS Cycle 3, high school status as of December 2003									
Canada	**83.9**	**6.6**	**9.6**	**90.6**	**3.8**	**5.6**	**87.2**	**5.2**	**7.6**
Newfoundland and Labrador	86.2	3.7 [E]	10.1	93.3	1.9 [E]	4.8 [E]	89.9	2.8 [E]	7.3
Prince Edward Island	88.3	5.3 [E]	6.3 [E]	95.0	2.4 [E]	2.6 [E]	91.8	3.8	4.4
Nova Scotia	82.8	9.6	7.6	90.5	4.5	5.0	86.8	7.0	6.3
New Brunswick	85.9	5.7	8.4	94.2	2.6 [E]	3.2 [E]	90.3	4.1	5.7
Quebec	77.3	7.8	14.8	86.3	6	7.7	81.8	6.9	11.3
Ontario	85.1	7.9	7.0	92.3	3.1 [E]	4.6 [E]	88.8	5.5	5.8
Manitoba	83.6	5.2 [E]	11.3	88.8	3.6 [E]	7.6	86.1	4.4	9.5
Saskatchewan	88.5	4.2 [E]	7.3	90.0	2.8 [E]	7.2	89.3	3.5	7.2
Alberta	83.2	4.4	12.4	89.3	4.3	6.5	86.1	4.4	9.5
British Columbia	90.7	3.4 [E]	5.9	93.1	2.6 [E]	4.3 [E]	91.9	3.0	5.1

Notes: Percentages in table may not add up to 100 due to rounding. Cohort A is not cross-sectionally representative of the population of 19-year-olds in 2003. In this table, the province represents where the respondent lived when last in high school. For more information on the methodology for the Youth in Transition Survey, see 2007 PCEIP Handbook (Statistics Canada and Council of Ministers of Education, Canada. 2007. *Education indicators in Canada: Handbook for the Report of the Pan-Canadian Education Indicators Program.* Catalogue no. 81-582-XIE. Ottawa.).

Source: Youth in Transition Survey, Cycle 1 (for 19-year-olds in 1999) and Cycle 3 (for 19-year-olds in 2003), Statistics Canada.

Table E.1.4

Postsecondary education status of 22- to 24-year-olds[1] who were no longer in high school, by sex, Canada and provinces,[2] December 2003

	Postsecondary graduate continuers	Postsecondary graduate non-continuers	Postsecondary continuers	Postsecondary non-continuers	High school graduates, no postsecondary education	High school dropouts, no postsecondary education
	percentage					
Canada	**12.2**	**32.2**	**20.0**	**12.0**	**14.8**	**8.8**
Male	**10.3**	**28.1**	**19.4**	**13.0**	**17.7**	**11.6**
Female	**14.2**	**36.3**	**20.6**	**11.1**	**11.9**	**5.9**
Newfoundland and Labrador	**10.5**	**37.9**	**20.6**	**11.3**	**15.1**	**4.6** [E]
Male	8.6 [E]	36.8	22.9	8.8 [E]	18.1	4.8 [E]
Female	12.5	39.0	18.1	13.9 [E]	12.0 [E]	F
Prince Edward Island	**8.5** [E]	**31.5**	**21.0** [E]	**9.4** [E]	**22.6**	**6.9** [E]
Male	5.9 [E]	30.8	19.6 [E]	12.4 [E]	22.4	8.8 [E]
Female	11.5 [E]	32.4	22.6 [E]	5.9 [E]	22.8 [E]	F
Nova Scotia	**13.6**	**34.8**	**15.0**	**15.6**	**14.2**	**6.8**
Male	10.9 [E]	30.3	14.7	14.9	19.3	9.9 [E]
Female	16.6 [E]	39.7	15.4	16.3 [E]	8.7 [E]	F
New Brunswick	**9.7**	**36.7**	**15.1**	**11.7**	**19.8**	**7.0** [E]
Male	8.0 [E]	30.1	17.9	11.8 [E]	22.9	9.3 [E]
Female	11.5 [E]	43.7	12.1 [E]	11.7 [E]	16.5	F
Quebec	**21.7**	**33.5**	**11.1**	**12.4**	**9.8**	**11.6**
Male	19.0	29.6	10.4	13.1	12.4	15.5
Female	24.4	37.3	11.8	11.7	7.1	7.6
Ontario	**8.2**	**32.2**	**27.1**	**12.4**	**13.4**	**6.6**
Male	6.1	28.3	26.0	14.3	17.0	8.4
Female	10.4	36.2	28.3	10.5	9.7	4.8 [E]
Manitoba	**10.8**	**30.4**	**17.9**	**11.6**	**19.3**	**9.9**
Male	9.8	23.3	17.4	13.6	23.9	12.0
Female	11.7	37.6	18.5	9.7	14.7	7.8 [E]
Saskatchewan	**7.9**	**29.4**	**20.4**	**12.3**	**24.3**	**5.8**
Male	7.0 [E]	24.0	22.1	12.0	27.3	7.6 [E]
Female	8.8	35.4	18.5	12.6 [E]	20.9	3.8 [E]
Alberta	**8.7**	**30.6**	**15.5**	**10.2**	**23.8**	**11.2**
Male	8.4 [E]	27.1	14.4	9.9	25.5	14.8 [E]
Female	9.1	34.3	16.7	10.5	22.1	7.4 [E]
British Columbia	**11.4**	**30.1**	**22.6**	**11.5**	**15.1**	**9.4** [E]
Male	9.9 [E]	26.2	22.5	12.2	16.1	13.2 [E]
Female	13.0	34.2	22.7	10.7	14.1	5.3 [E]

1. This sample of youth is representative of Canadian youth who were 18 to 20 years of age as of December 1999. However, in 2003, they were not representative of 22- to 24-year-old Canadian youth.
2. Province of interview in 2003.

Notes: Percentages may not add up to 100 due to rounding. For more information on the methodology for the Youth in Transition Survey, see 2007 PCEIP Handbook (Statistics Canada and Council of Ministers of Education, Canada. 2007. *Education indicators in Canada: Handbook for the Report of the Pan-Canadian Education Indicators Program.* Catalogue no. 81-582-XIE. Ottawa.).

Source: Youth in Transition Survey, Cycle 3, Statistics Canada.

Table E.1.5

Percentage of 18- to 20-year-old high school dropouts in 1999 who had graduated from high school, had some postsecondary education or graduated from a postsecondary education program by December 2003, by sex, Canada and provinces[1]

	High school dropouts
	percentage
Canada	**38.4**
Male	**33.3**
Female	**46.1**
Newfoundland and Labrador	**40.1** E
Male	F
Female	F
Prince Edward Island	**F**
Male	x
Female	F
Nova Scotia	**51.3**
Male	57.0
Female	F
New Brunswick	**30.6** E
Male	F
Female	F
Quebec	**32.8**
Male	30.4
Female	37.2 E
Ontario	**45.3**
Male	37.9
Female	53.7
Manitoba	**26.9** E
Male	20.2 E
Female	34.9 E
Saskatchewan	**31.6** E
Male	32.6 E
Female	29.7 E
Alberta	**39.3**
Male	30.4 E
Female	52.5
British Columbia	**39.2** E
Male	33.8 E
Female	48.7 E

1. Province of interview in 2003.

Note: For more information on the methodology for the Youth in Transition Survey, see 2007 PCEIP Handbook (Statistics Canada and Council of Ministers of Education, Canada. 2007. *Education indicators in Canada: Handbook for the Report of the Pan-Canadian Education Indicators Program.* Catalogue no. 81-582-XIE. Ottawa.).

Source: Youth in Transition Survey, Cycle 3, Statistics Canada.

Table E.2.1

Proportion of students who were also working, by education level and age, Canada, 1995/1996 and 2005/2006

	Age														
	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
	percentage														
1995/1996															
Primary/Secondary	21	29	40	41	42	41	23	34	32	x	x	x	x	x	x
College	x	x	37	40	48	47	52	52	42	48	49	49	52	47	48
University	x	x	34	33	38	39	44	48	44	48	54	61	61	62	66
Total	**21**	**29**	**39**	**39**	**43**	**42**	**46**	**48**	**43**	**47**	**51**	**53**	**54**	**51**	**54**
2005/2006															
Primary/Secondary	20	33	46	46	43	47	42	47	39	48	x	x	x	x	x
College	x	36	50	55	57	54	53	57	55	58	62	51	56	52	51
University	x	x	24	34	39	44	48	52	51	56	52	58	62	67	66
Total	**20**	**33**	**46**	**46**	**46**	**48**	**48**	**53**	**52**	**55**	**54**	**55**	**56**	**59**	**60**

Note: The participation rate is based on a monthly average from September to April.
Source: Labour Force Survey, Statistics Canada.

Tables E2

Table E.2.2

Proportion of students who were also working, by education level and age group, Canada and provinces, 1995/1996 and 2005/2006

	Age group		
	15 to 19	20 to 24	25 to 29
		percentage	
Canada			
1995/1996			
Primary/Secondary	31	34	34
College	42	49	49
University	36	44	60
Total	**33**	**45**	**54**
2005/2006			
Primary/Secondary	34	45	34
College	54	55	55
University	36	50	60
Total	**37**	**51**	**57**
Newfoundland and Labrador			
1995/1996			
Primary/Secondary	12	x	x
College	x	10**	x
University	25*	30*	48*
Total	**14**	**21***	**28***
2005/2006			
Primary/Secondary	20	x	x
College	x	19*	x
University	32*	40	40**
Total	**22**	**34**	**37***
Prince Edward Island			
1995/1996			
Primary/Secondary	35	x	x
College	x	33*	x
University	33	33	67
Total	**36**	**33**	**50**
2005/2006			
Primary/Secondary	32	x	x
College	50*	33*	x
University	47	50	60
Total	**36**	**46**	**63**
Nova Scotia			
1995/1996			
Primary/Secondary	29	43*	x
College	36*	37	43*
University	33	42	57
Total	**30**	**41**	**51**
2005/2006			
Primary/Secondary	35	x	x
College	48	42	39*
University	43	50	61
Total	**36**	**48**	**53**

Table E.2.2

Proportion of students who were also working, by education level and age group, Canada and provinces, 1995/1996 and 2005/2006 (continued)

	Age group		
	15 to 19	20 to 24	25 to 29
		percentage	
New Brunswick			
1995/1996			
Primary/Secondary	27	x	x
College	x	16*	x
University	19*	28	47
Total	**25**	**24**	**35**
2005/2006			
Primary/Secondary	36	x	x
College	28*	42	42**
University	35	38	48*
Total	**36**	**38**	**46**
Quebec			
1995/1996			
Primary/Secondary	19	36*	x
College	39	48	54
University	47	43	66
Total	**27**	**44**	**60**
2005/2006			
Primary/Secondary	24	50	x
College	56	62	52
University	35*	56	64
Total	**34**	**57**	**59**
Ontario			
1995/1996			
Primary/Secondary	34	32	36**
College	49	53	50
University	30	44	59
Total	**35**	**47**	**54**
2005-2006			
Primary/Secondary	35	39	x
College	49	56	65
University	34	47	62
Total	**36**	**49**	**63**
Manitoba			
1995/1996			
Primary/Secondary	38	x	x
College	52	55	55
University	59	56	58
Total	**42**	**54**	**57**
2005/2006			
Primary/Secondary	43	46*	x
College	56	61	48*
University	59	59	67
Total	**46**	**59**	**60**

Table E.2.2

Proportion of students who were also working, by education level and age group, Canada and provinces, 1995/1996 and 2005/2006 (concluded)

	Age group		
	15 to 19	20 to 24	25 to 29
		percentage	
Saskatchewan			
1995/1996			
Primary/Secondary	36	x	x
College	x	29*	x
University	36	41	51
Total	**35**	**37**	**43**
2005/2006			
Primary/Secondary	41	x	x
College	32*	41	35*
University	45	45	50
Total	**41**	**44**	**46**
Alberta			
1995/1996			
Primary/Secondary	39	x	x
College	49	53	47
University	44	47	54
Total	**40**	**49**	**50**
2005/2006			
Primary/Secondary	43	x	x
College	60	55	54
University	35	45	54
Total	**44**	**49**	**54**
British Columbia			
1995/1996			
Primary/Secondary	32	x	x
College	51	47	47
University	41	50	50
Total	**35**	**48**	**48**
2005/2006			
Primary/Secondary	35	54	x
College	61	52	46
University	34	51	51
Total	**38**	**51**	**49**

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a coefficient of variation (CV) greater than 25% and less than or equal to 33.3%

Note: The participation rate is based on a monthly average from September to April.

Source: Labour Force Survey, Statistics Canada.

Table E.2.3

Distribution of the population aged 15 to 29, by education level, labour force status and age, Canada, 2005/2006

	Age															Total
	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	15 to 29
	percentage															
2005/2006																
Non-student not in the labour force	2.1	2.8	2.5	4.1	5.2	5.1	5.4	6.0	6.6	7.6	9.1	9.1	9.0	9.0	9.7	6.2
Non-student unemployed	0.5	1.0	1.7	3.5	5.1	5.4	5.3	4.9	5.2	5.9	5.6	5.4	4.9	4.9	4.6	4.3
Non-student employed	1.2	2.4	6.7	21.0	27.5	35.4	42.2	48.5	55.1	58.7	67.2	69.6	72.7	75.0	76.2	44.2
University employed	x	x	0.5	6.3	10.3	12.9	14.4	14.2	10.6	10.0	5.7	5.3	4.7	4.2	3.3	6.9
University not in the labour force	x	x	1.4	11.4	15.5	15.7	15.1	12.4	9.5	7.5	4.6	3.6	2.8	1.9	1.5	6.9
College employed	x	0.4	4.4	11.2	13.0	10.0	6.6	5.7	5.3	4.0	3.3	2.3	2.1	1.6	1.6	4.7
College not in the labour force	0.5	0.7	3.9	8.0	8.6	7.2	5.2	3.9	4.1	2.6	1.8	2.1	1.5	1.5	1.3	3.5
Primary/secondary employed	18.6	30.5	35.5	13.8	4.4	1.8	0.9	0.6	0.4	0.5	x	x	x	x	x	7.1
Primary/secondary not in the labour force	70.9	53.3	35.6	13.6	5.0	1.6	0.8	0.6	0.5	0.4	x	0.4	x	x	x	12.1
Other[1]	5.9	8.7	7.7	7.0	5.4	4.9	4.2	3.2	2.8	2.8	2.4	1.9	1.7	1.6	1.6	4.1
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

1. Includes unemployed students attending university, college, primary or secondary schools and students attending other kinds of schools.

Source: Labour Force Survey, Statistics Canada.

Table E.2.4

Distribution of the population aged 15 to 29, by education level, labour force status and age group, Canada and provinces, 2005/2006

	Age group			
	15 to 19	20 to 24	25 to 29	Total 15 to 29
	percentage			
Canada				
Non-student not in the labour force	3	6	9	6
Non-student unemployed	2	5	5	4
Non-student employed	11	48	72	44
University employed	3	12	5	7
University not in the labour force	6	12	3	7
College employed	6	6	2	5
College not in the labour force	4	5	2	4
Primary/secondary employed	21	1	<1*	7
Primary/secondary not in the labour force	36	1	<1	12
Other[1]	7	4	2	4
Total	**100**	**100**	**100**	**100**
Newfoundland and Labrador				
Non-student not in the labour force	3*	14	16	11
Non-student unemployed	4*	14	13	10
Non-student employed	7	34	62	34
University employed	4*	10	3*	6
University not in the labour force	9	14	F	9
College employed	x	2*	x	1*
College not in the labour force	3**	8	2**	4
Primary/secondary employed	14	x	x	5
Primary/secondary not in the labour force	50	x	x	17
Other[1]	6	3	x	4
Total	**100**	**100**	**100**	**100**
Prince Edward Island				
Non-student not in the labour force	3*	5	10	6
Non-student unemployed	3*	11	11	8
Non-student employed	9	53	70	42
University employed	7*	12	4**	8
University not in the labour force	7	11	x	7
College employed	2**	2**	x	2*
College not in the labour force	2**	3*	2*	3
Primary/secondary employed	21	x	x	8
Primary/secondary not in the labour force	40	x	x	15
Other[1]	7	2*	x	3
Total	**100**	**100**	**100**	**100**
Nova Scotia				
Non-student not in the labour force	3	6	10	6
Non-student unemployed	3*	8	8	6
Non-student employed	10	50	69	42
University employed	5	14	5	8
University not in the labour force	7	13	3*	8
College employed	2*	2*	1**	2
College not in the labour force	2*	3*	2*	2
Primary/secondary employed	23	x	x	8
Primary/secondary not in the labour force	39	x	x	14
Other[1]	7	3	1*	4
Total	**100**	**100**	**100**	**100**

Table E.2.4

Distribution of the population aged 15 to 29, by education level, labour force status and age group, Canada and provinces, 2005/2006 (continued)

	Age group			
	15 to 19	20 to 24	25 to 29	Total 15 to 29
	percentage			
New Brunswick				
Non-student not in the labour force	2*	6	9	6
Non-student unemployed	3*	8	9	7
Non-student employed	11	52	73	45
University employed	4*	10*	2*	5
University not in the labour force	7	15	2**	8
College employed	1**	3*	1**	2
College not in the labour force	4*	3*	2**	3
Primary/secondary employed	24	x	x	8
Primary/secondary not in the labour force	37	x	x	12
Other[1]	7	2	1**	3
Total	**100**	**100**	**100**	**100**
Quebec				
Non-student not in the labour force	3	6	8	6
Non-student unemployed	3	7	6	5
Non-student employed	11	44	70	43
University employed	1*	15	7	8
University not in the labour force	2*	11	3	5
College employed	13	6	1*	7
College not in the labour force	9	3	1*	4
Primary/secondary employed	12	2	x	5
Primary/secondary not in the labour force	36	2	1*	12
Other[1]	9	6	2	6
Total	**100**	**100**	**100**	**100**
Ontario				
Non-student not in the labour force	3	6	9	6
Non-student unemployed	2	5	5	4
Non-student employed	9	45	73	42
University employed	4	13	4	7
University not in the labour force	8	14	2	8
College employed	3	7	3	4
College not in the labour force	3	5	1	3
Primary/secondary employed	23	1*	x	8
Primary/secondary not in the labour force	38	1*	x	13
Other[1]	7	3	2	4
Total	**100**	**100**	**100**	**100**
Manitoba				
Non-student not in the labour force	3	7	10	7
Non-student unemployed	2	3	4	3
Non-student employed	15	51	72	46
University employed	7	16	6	10
University not in the labour force	5	10	3*	6
College employed	2	5	1*	3
College not in the labour force	2*	3*	1**	2
Primary/secondary employed	27	1**	x	9
Primary/secondary not in the labour force	31	1**	x	11
Other[1]	7	3	2*	4
Total	**100**	**100**	**100**	**100**

Table E.2.4

Distribution of the population aged 15 to 29, by education level, labour force status and age group, Canada and provinces, 2005/2006 (concluded)

	Age group			
	15 to 19	20 to 24	25 to 29	Total 15 to 29
	percentage			
Saskatchewan				
Non-student not in the labour force	4	7	10	7
Non-student unemployed	2	6	4	4
Non-student employed	15	54	72	46
University employed	5	12	4	7
University not in the labour force	5	14	4*	8
College employed	1*	2	1*	1
College not in the labour force	2*	3	2*	2
Primary/secondary employed	26	x	x	9
Primary/secondary not in the labour force	34	1**	x	12
Other[1]	6	2	2	3
Total	**100**	**100**	**100**	**100**
Alberta				
Non-student not in the labour force	3	6	10	6
Non-student unemployed	2	4	3	3
Non-student employed	18	60	76	52
University employed	3	8	3	4
University not in the labour force	5	9	2*	6
College employed	5	6	2	4
College not in the labour force	3	5	2*	3
Primary/secondary employed	26	x	x	8
Primary/secondary not in the labour force	31	x	x	10
Other[1]	5	2	1	2
Total	**100**	**100**	**100**	**100**
British Columbia				
Non-student not in the labour force	4	7	10	7
Non-student unemployed	2	3	4	3
Non-student employed	15	50	70	45
University employed	3	11	4	6
University not in the labour force	5	10	4	7
College employed	5	8	3	6
College not in the labour force	3	7	3	5
Primary/secondary employed	21	1*	x	7
Primary/secondary not in the labour force	36	x	x	12
Other[1]	5	3	2	3
Total	**100**	**100**	**100**	**100**

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a coefficient of variation (CV) greater than 25% and less than or equal to 33.3%

1. Includes unemployed students attending university, college, primary or secondary schools and students attending other kinds of schools.

Source: Labour Force Survey, Statistics Canada.

Table E.2.5

Percentage of 1995 and 2000 graduates working full-time, two and five years after graduation, by level of education and province of study

Province of study and level of education	1995 graduates		2000 graduates	
	2 years after graduation	5 years after graduation	2 years after graduation	5 years after graduation
	percentage		percentage	
Canada				
College	**70.1**	**80.2**	**77.6**	**82.6**
University	**68.5**	**80.9**	**73.5**	**80.9**
Newfoundland and Labrador				
College	77.0	87.0	73.0	78.1
University	62.1	80.5	73.0	81.5
Prince Edward Island				
College	69.1	83.0	82.6	84.0
University	62.2	79.5	75.8	83.8
Nova Scotia				
College	65.3	74.2	75.4	74.4
University	68.0	80.5	75.0	81.7
New Brunswick				
College	74.1	84.7	83.9	80.8
University	70.4	83.0	77.4	83.2
Quebec				
College	67.3	82.1	78.8	82.5
University	66.4	80.4	72.7	78.4
Ontario				
College	70.6	81.3	78.1	84.4
University	69.5	83.0	73.3	84.0
Manitoba				
College	74.2	77.5	81.1	81.7
University	69.0	79.0	76.3	78.3
Saskatchewan				
College	74.9	81.3	82.0	82.5
University	72.4	79.9	79.2	83.0
Alberta				
College	77.7	81.4	82.4	83.6
University	72.2	77.7	77.7	80.4
British Columbia				
College	63.5	71.4	71.3	79.1
University	67.9	77.3	69.2	75.9

Sources: National Graduates Survey, Statistics Canada.
Follow-up of Graduates Survey, Statistics Canada.

Table E.2.6

Percentage of 1995 and 2000 university graduates working full-time, two and five years after graduation, by sex and field of study, Canada

Field of study	1995 university graduates					
	2 years after graduation			5 years after graduation		
	Both sexes	Males	Females	Both sexes	Males	Females
	percentage			percentage		
Total (all fields)	**68.5**	**74.3**	**64.7**	**80.9**	**87.1**	**76.8**
Personal improvement and leisure	..	..	..	..	..	..
Education	**70.9**	82.0	66.7	**79.1**	87.7	75.8
Visual and performing arts, and communications technologies	**52.7**	60.7	49.7	**60.1**	73.0	55.2
Humanities	**53.5**	58.7	51.2	**74.4**	78.4	72.6
Social and behavioural sciences, and law	**62.4**	64.8	61.1	**77.6**	83.1	74.7
Business, management and public administration	**83.0**	87.6	79.3	**90.9**	93.8	88.7
Physical and life sciences, and technologies	**53.7**	59.0	48.3	**76.8**	79.9	73.5
Mathematics, computer and information sciences	**77.9**	81.6	71.7	**87.1**	89.3	83.4
Architecture, engineering and related technologies	**81.3**	81.8	78.9	**92.8**	93.4	90.3
Agriculture, natural resources and conservation	**79.8**	83.4	74.8	**81.6**	92.4	66.5
Health, parks, recreation and fitness	**72.7**	71.8	73.0	**79.6**	87.6	76.8
Personal, protective and transportation services	**x**	x	x	**x**	x	x
Other	**66.4**	77.2	60.0	**82.5**	91.4	77.3

Field of study	2000 university graduates					
	2 years after graduation			5 years after graduation		
	Both sexes	Males	Females	Both sexes	Males	Females
	percentage			percentage		
Total (all fields)	**73.5**	**76.7**	**71.3**	**80.9**	**84.3**	**78.7**
Personal improvement and leisure	..	..	..	..	..	..
Education	**74.3**	78.7	72.7	**82.2**	84.7	81.3
Visual and performing arts, and communications technologies	**54.9**	58.4	53.0	**63.5**	65.5	62.4
Humanities	**64.0**	65.2	63.4	**71.9**	73.8	70.9
Social and behavioural sciences, and law	**69.5**	76.0	66.5	**80.2**	85.6	77.6
Business, management and public administration	**86.7**	86.5	86.8	**90.3**	91.5	89.2
Physical and life sciences, and technologies	**60.1**	59.0	61.0	**70.8**	70.6	71.1
Mathematics, computer and information sciences	**78.3**	76.7	81.2	**83.5**	84.5	81.5
Architecture, engineering and related technologies	**81.7**	83.1	77.5	**86.9**	89.3	79.6
Agriculture, natural resources and conservation	**80.4**	87.3	72.3	**85.5**	90.0	80.1
Health, parks, recreation and fitness	**76.9**	76.1	77.2	**82.3**	88.3	80.2
Personal, protective and transportation services	**F**	83.4 E	F	**96.7**	95.9	97.0
Other	**50.8** E	F	49.4 E	**64.6** E	70.8 E	62.3 E

Sources: National Graduates Survey, Statistics Canada.
Follow-up of Graduates Survey, Statistics Canada.

Table E.2.7

Percentage of 1995 and 2000 college graduates working full-time, two and five years after graduation, by sex and field of study, Canada

Field of study	1995 college graduates					
	2 years after graduation			5 years after graduation		
	Both sexes	Males	Females	Both sexes	Males	Females
	percentage			percentage		
Total (all fields)	**70.2**	**79.4**	**63.4**	**80.3**	**88.6**	**74.2**
Personal improvement and leisure	**62.6** [E]	x	69.7 [E]	**56.5** [E]	92.2	F
Education	**63.1**	64.1 [E]	63.0	**71.5**	97.1	69.2
Visual and performing arts, and communications technologies	**65.9**	76.6	57.6	**75.9**	85.3	68.7
Humanities	**41.9**	54.4	36.7	**59.4**	60.2	59.0
Social and behavioural sciences, and law	**67.6**	71.5	66.3	**74.7**	77.6	73.7
Business, management and public administration	**68.2**	73.3	65.7	**79.9**	83.7	78.0
Physical and life sciences, and technologies	**76.2**	84.7	71.3	**81.2**	77.4	83.5
Mathematics, computer and information sciences	**75.4**	79.7	69.2	**83.5**	93.3	69.5
Architecture, engineering and related technologies	**82.3**	84.1	70.5	**91.7**	92.9	83.7
Agriculture, natural resources and conservation	**81.5**	85.7	70.2	**90.8**	95.8	77.3
Health, parks, recreation and fitness	**60.8**	68.7	59.4	**74.7**	85.6	72.9
Personal, protective and transportation services	**80.0**	88.7	68.6	**84.7**	90.4	77.2
Other	x	x	x	x	x	..

Field of study	2000 college graduates					
	2 years after graduation			5 years after graduation		
	Both sexes	Males	Females	Both sexes	Males	Females
	percentage			percentage		
Total (all fields)	**77.6**	**79.6**	**76.2**	**82.6**	**87.5**	**79.0**
Personal improvement and leisure	..	..	..	..	..	..
Education	**72.6**	F	74.1	**82.7**	87.3	82.5
Visual and performing arts, and communications technologies	**71.3**	76.1	68.3	**76.5**	79.9	74.2
Humanities	**53.5**	69.3 [E]	43.9 [E]	**69.6**	77.8	64.7
Social and behavioural sciences, and law	**78.7**	72.2	82.4	**83.2**	86.8	81.2
Business, management and public administration	**78.7**	77.6	79.1	**84.4**	89.5	82.1
Physical and life sciences, and technologies	**90.6**	91.6	90.2	**83.0**	84.6	82.4
Mathematics, computer and information sciences	**79.4**	78.2	81.1	**79.7**	80.8	78.0
Architecture, engineering and related technologies	**80.5**	81.0	78.4	**89.2**	90.8	81.2
Agriculture, natural resources and conservation	**88.1**	95.0	77.7	**83.4**	87.1	77.7
Health, parks, recreation and fitness	**74.2**	74.0	74.2	**76.7**	80.0	76.1
Personal, protective and transportation services	**80.8**	89.3	69.1	**82.9**	92.7	69.3
Other	..	..	..	..	..	..

Sources: National Graduates Survey, Statistics Canada.
Follow-up of Graduates Survey, Statistics Canada.

Table E.2.8

Median annual earnings of 1995 and 2000 graduates working full-time, two and five years after graduation, by level of education and province of study

Province of study and level of education	1995 graduates		2000 graduates	
	2 years after graduation	5 years after graduation	2 years after graduation	5 years after graduation
	thousands of 2001 constant dollars		thousands of 2001 constant dollars	
Canada				
College	**28**	**35**	**28**	**33**
University	**37**	**44**	**38**	**46**
Newfoundland and Labrador				
College	32	37	25	30
University	36	41	36	44
Prince Edward Island				
College	25	29	22	27
University	27	36	29	39
Nova Scotia				
College	23	28	20	25
University	32	41	34	41
New Brunswick				
College	26	33	25	29
University	32	41	34	41
Quebec				
College	25	32	24	30
University	38	43	39	43
Ontario				
College	28	36	30	37
University	37	46	39	47
Manitoba				
College	26	32	25	31
University	34	41	35	42
Saskatchewan				
College	28	36	26	33
University	35	42	36	44
Alberta				
College	28	36	30	39
University	35	46	39	48
British Columbia				
College	32	37	32	35
University	41	47	38	44

Sources: National Graduates Survey, Statistics Canada.
Follow-up of Graduates Survey, Statistics Canada.

Table E.2.9

Distribution of annual earnings of 2000 graduates working full-time, two and five years after graduation, by sex, level of education and province of study

Province of study and level of education	2 years after graduation								
	25th percentile			50th percentile			75th percentile		
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females
	thousands of 2001 constant dollars			thousands of 2001 constant dollars			thousands of 2001 constant dollars		
Canada									
College	**21**	23	20	**28**	31	26	**37**	40	34
University	**28**	31	27	**38**	41	36	**49**	55	45
Newfoundland and Labrador									
College	**15**	19	14	**25**	29	20	**34**	39	28
University	**27**	28	26	**36**	40	36	**46**	54	43
Prince Edward Island									
College	**17**	19	14	**22**	25	20	**31**	36	26
University	**12**	9 [E]	16	**29**	27	29	**38**	40	37
Nova Scotia									
College	**15**	17	15	**20**	24	19	**29**	33	23
University	**19**	22	18	**34**	35	33	**48**	51	47
New Brunswick									
College	**20**	21	18	**25**	28	23	**32**	36	29
University	**23**	26	22	**34**	39	31	**45**	49	40
Quebec									
College	**19**	20	18	**24**	28	23	**31**	35	27
University	**28**	31	27	**39**	42	35	**49**	56	45
Ontario									
College	**22**	24	21	**30**	34	29	**39**	42	36
University	**29**	33	29	**39**	42	37	**49**	59	45
Manitoba									
College	**20**	22	19	**25**	29	23	**32**	38	29
University	**24**	25	23	**35**	37	34	**44**	47	42
Saskatchewan									
College	**20**	21	20	**26**	30	25	**34**	37	31
University	**29**	29	29	**36**	39	35	**46**	49	43
Alberta									
College	**23**	28	21	**30**	34	29	**40**	42	37
University	**28**	32	27	**39**	44	36	**52**	56	48
British Columbia									
College	**23**	26	22	**32**	33	31	**41**	42	39
University	**27**	28	27	**38**	39	37	**49**	54	49

Table E.2.9

Distribution of annual earnings of 2000 graduates working full-time, two and five years after graduation, by sex, level of education and province of study (concluded)

Province of study and level of education	5 years after graduation								
	25th percentile			50th percentile			75th percentile		
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females
	thousands of 2001 constant dollars			thousands of 2001 constant dollars			thousands of 2001 constant dollars		
Canada									
College	**26**	28	24	**33**	38	31	**44**	48	40
University	**36**	37	35	**46**	49	43	**57**	64	53
Newfoundland and Labrador									
College	**21**	26	18	**30**	36	25	**42**	48	33
University	**36**	38	35	**44**	46	42	**53**	63	50
Prince Edward Island									
College	**19**	22	18	**27**	30	24	**34**	41	30
University	**31**	34	30	**39**	39	38	**50**	51	48
Nova Scotia									
College	**19**	22	18	**25**	30	23	**33**	42	27
University	**31**	33	29	**41**	46	38	**55**	61	54
New Brunswick									
College	**22**	24	21	**29**	32	27	**38**	41	33
University	**32**	36	29	**41**	44	38	**51**	58	48
Quebec									
College	**25**	29	23	**30**	34	27	**37**	41	32
University	**35**	38	32	**43**	48	40	**57**	64	50
Ontario									
College	**27**	29	25	**37**	39	33	**46**	50	43
University	**37**	37	37	**47**	50	46	**57**	64	54
Manitoba									
College	**24**	28	22	**31**	34	27	**41**	46	35
University	**33**	37	31	**42**	47	41	**55**	62	49
Saskatchewan									
College	**25**	27	23	**33**	38	31	**44**	50	38
University	**35**	37	34	**44**	46	43	**55**	59	51
Alberta									
College	**29**	35	26	**39**	44	35	**50**	55	46
University	**37**	41	35	**48**	55	46	**64**	73	55
British Columbia									
College	**26**	28	25	**35**	37	32	**46**	49	42
University	**35**	37	33	**44**	48	42	**59**	68	54

Sources: National Graduates Survey, Statistics Canada.
Follow-up of Graduates Survey, Statistics Canada.

Table E.2.10

Median annual earnings of 1995 and 2000 college graduates working full-time, two and five years after graduation, by sex and field of study

Field of study	1995 college graduates					
	2 years after graduation			5 years after graduation		
	Both sexes	Males	Females	Both sexes	Males	Females
	thousands of 2001 constant dollars			thousands of 2001 constant dollars		
Total (all fields)	**28**	31	25	**35**	41	31
Personal improvement and leisure	**F**	x	F	**23** E	F	F
Education	**24**	F	24	**26**	F	26
Visual and performing arts, and communications technologies	**24**	27	22	**32**	36	28
Humanities	**23**	23 E	23 E	**31**	36 E	29 E
Social and behavioural sciences, and law	**25**	26	25	**31**	36	30
Business, management and public administration	**25**	29	23	**32**	40	29
Physical and life sciences, and technologies	**31**	29 E	32 E	**42**	41	43
Mathematics, computer and information sciences	**34**	36	30	**42**	46	37
Architecture, engineering and related technologies	**32**	33	27	**41**	42	33
Agriculture, natural resources and conservation	**29**	31	24	**36**	38	31
Health, parks, recreation and fitness	**28**	30	28	**36**	39	35
Personal, protective and transportation services	**28**	29	26	**36**	39	32
Other	**x**	x	x	**x**	x	..

Field of study	2000 college graduates					
	2 years after graduation			5 years after graduation		
	Both sexes	Males	Females	Both sexes	Males	Females
	thousands of 2001 constant dollars			thousands of 2001 constant dollars		
Total (all fields)	**28**	31	26	**33**	38	31
Personal improvement and leisure	..	..	..	..	..	..
Education	**22**	42 E	22	**24**	F	24
Visual and performing arts, and communications technologies	**24**	24	24	**27**	28	25
Humanities	**24**	24	17 E	**27** E	40	24 E
Social and behavioural sciences, and law	**27**	28	26	**32**	29	33
Business, management and public administration	**28**	30	27	**33**	36	32
Physical and life sciences, and technologies	**29**	29	30	**36**	41	35
Mathematics, computer and information sciences	**32**	34	25	**37**	38	33
Architecture, engineering and related technologies	**33**	33	30	**39**	41	34
Agriculture, natural resources and conservation	**27**	30	23	**30**	32	27
Health, parks, recreation and fitness	**29**	32	28	**35**	39	33
Personal, protective and transportation services	**28**	31	22	**37**	40	27
Other	..	..	..	..	..	..

Sources: National Graduates Survey, Statistics Canada.
Follow-up of Graduates Survey, Statistics Canada.

Table E.2.11

Median annual earnings of 1995 and 2000 university graduates working full-time, two and five years after graduation, by sex and field of study

Field of study	1995 university graduates					
	2 years after graduation			5 years after graduation		
	Both sexes	Males	Females	Both sexes	Males	Females
	thousands of 2001 constant dollars			thousands of 2001 constant dollars		
Total (all fields)	**37**	39	35	**44**	49	41
Personal improvement and leisure	..	..	..	..	..	..
Education	**39**	40	37	**43**	46	42
Visual and performing arts, and communications technologies	**25**	23 E	26 E	**36**	31 E	36 E
Humanities	**30**	32	29	**38**	42	36
Social and behavioural sciences, and law	**31**	32	29	**41**	44	41
Business, management and public administration	**37**	41	35	**46**	52	43
Physical and life sciences, and technologies	**32**	35	30	**41**	45	40
Mathematics, computer and information sciences	**41**	42	37	**55**	58	46
Architecture, engineering and related technologies	**43**	43	42	**56**	57	51
Agriculture, natural resources and conservation	**32**	35 E	29 E	**43**	45	37
Health, parks, recreation and fitness	**43**	43	43	**49**	51	49
Personal, protective and transportation services	**x**	x	x	**x**	x	x
Other	**38** E	F	37 E	**45** E	F	38 E

Field of study	2000 university graduates					
	2 years after graduation			5 years after graduation		
	Both sexes	Males	Females	Both sexes	Males	Females
	thousands of 2001 constant dollars			thousands of 2001 constant dollars		
Total (all fields)	**38**	41	36	**46**	49	43
Personal improvement and leisure	..	..	..	..	..	..
Education	**38**	39	37	**45**	46	44
Visual and performing arts, and communications technologies	**25**	24	25	**34**	34	33
Humanities	**30**	31	29	**40**	41	39
Social and behavioural sciences, and law	**34**	37	33	**42**	43	41
Business, management and public administration	**42**	47	39	**50**	55	47
Physical and life sciences, and technologies	**31**	34	30	**43**	45	41
Mathematics, computer and information sciences	**46**	47	45	**54**	55	51
Architecture, engineering and related technologies	**49**	49	48	**55**	55	54
Agriculture, natural resources and conservation	**35**	37	31	**41**	44	38
Health, parks, recreation and fitness	**43**	42	43	**50**	53	49
Personal, protective and transportation services	**49**	66 E	44 E	**43** E	64	32 E
Other	**37** E	59 E	36 E	**29** E	x	29 E

Sources: National Graduates Survey, Statistics Canada.
Follow-up of Graduates Survey, Statistics Canada.

Table E.2.12

Migration characteristics of 1995 graduates in the period before enrolling and two years after graduation, Canada and jurisdictions

Education level and jurisdiction	Number of graduates							Migration rates						
	Residence one year before enrolling	Migration to study		Residence at graduation	Migration after graduation		Residence two years after graduation	Migration to study[1]			Migration after graduation[2]			Overall[3]
		Out	In		Out	In		Out	In	Net	Out	In	Net	Net
	number							percentage						
College														
Canada	**81,425**	**3,079**	**3,079**	**81,425**	**2,175**	**2,176**	**81,425**	**4**	**4**	**...**	**3**	**3**	**...**	**...**
Newfoundland and Labrador	832	122	x	720	149	x	634	15	x	x	21	x	x	-24
Prince Edward Island	349	x	120	440	46	x	419	x	34	x	10	x	x	20
Nova Scotia	1,799	325	144	1,617	166	201	1,652	18	8	-10	10	12	2	-8
New Brunswick	1,446	191	x	1,289	77	x	1,252	13	x	x	6	x	x	-13
Quebec	17,367	851	x	16,555	x	x	16,570	x	x	x	x	x	x	-5
Ontario	36,889	258**	1,448	38,079	768	x	37,520	x	4	x	2	x	x	2
Manitoba	2,670	3	77	2,543	139	x	2,491	x	3	3	5	x	x	-7
Saskatchewan	1,995	x	x	1,483	94	416	1,805	x	x	x	6	28	22	-10
Alberta	8,773	288	804	9,289	503	429	9,216	3	9	6	5	5	-1	5
British Columbia	9,051	186	347	9,212	x	535	9,626	2	4	2	x	6	x	6
Territories	254	x	x	198	x	x	x	x	x	x	x	x	x	x
University														
Canada	**153,461**	**12,735**	**12,735**	**153,463**	**6,374**	**6,374**	**153,462**	**8**	**8**	**...**	**4**	**4**	**...**	**...**
Newfoundland and Labrador	2,784	671	161	2,274	384	384	2,274	24	6	-18	17	17	x	-18
Prince Edward Island	799	387	101	514	78	x	518	48	x	x	15	x	x	-35
Nova Scotia	5,377	745	1,864	6,496	1,151	264	5,609	14	35	21	18	4	-14	4
New Brunswick	3,959	961	754	3,752	493	255	3,514	24	19	-5	13	7	-6	-11
Quebec	48,358	2,001	2,119	48,476	865*	338**	47,949	4	4	0	2	1	-1	-1
Ontario	57,207	3,157	4,050	58,100	1,455	1,709	58,354	6	7	2	3	3	0	2
Manitoba	5,467	529	573	5,511	535	127	5,103	10	10	1	10	2	-7	-7
Saskatchewan	5,248	688	560	5,120	457	461	5,123	13	11	-2	9	9	0	-2
Alberta	11,482	1,695	1,190	10,978	608	1,262	11,632	15	10	-4	6	11	6	1
British Columbia	12,510	1,631	1,363	12,242	350	1,272	13,164	13	11	-2	3	10	8	5
Territories	270	270	x	x	x	221	221	x	x	x	x	x	x	x

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a coefficient of variation (CV) greater than 25% and less than or equal to 33.3%

1. The rate of out (in) migration to study is defined as the number of graduates who left (entered) a jurisdiction to pursue studies, as a percentage of the number of graduates by jurisdiction of residence prior to enrolment. Used as a measure of "student mobility".
2. The rate of out (in) migration after graduation is defined as the number of graduates who left (entered) a jurisdiction within two years after graduation, as a percentage of the number of graduates of the jurisdiction. Used as a measure of "graduate mobility".
3. Net overall migration is defined as the difference between the number of graduates per jurisdiction based on residence two years after graduation versus residence one year before enrolment, as a percentage of the number of graduates per jurisdiction based on residence one year before enrolment.

Source: National Graduates Survey, Statistics Canada.

Table E.2.13

Migration characteristics of 2000 graduates in the period before enrolling and two years after graduation, Canada and jurisdictions

Education level and jurisdiction	Number of graduates							Migration rates						
	Residence one year before enrolling	Migration to study		Residence at graduation	Migration after graduation		Residence two years after graduation	Migration to study[1]			Migration after graduation[2]			Overall[3]
		Out	In		Out	In		Out	In	Net	Out	In	Net	Net
	number							percentage						
College														
Canada	**99,950**	**3,450**	**3,450**	**99,950**	**5,850**	**5,850**	**99,950**	**3.5**	**3.5**	**...**	**5.9**	**5.9**	**...**	**...**
Newfoundland and Labrador	1,710	150**	100	1,660	400	160**	1,420	8.9*	5.8*	x	24.2	9.6	-14.5	-17.0
Prince Edward Island	760	x	280	960	360	90**	690	x	36.8	x	37.8	9.4	-28.1	-9.2*
Nova Scotia	4,060	480*	180	3,750	460	680	3,970	11.9	4.4	-7.4	12.3	18.1	5.9	-2.2
New Brunswick	2,690	250*	180	2,620	340	350	2,640	9.3	6.7	-2.6	12.9	x	0.4	-1.9
Quebec	16,290	890*	140*	15,550	360	920*	16,110	5.5*	x	-4.6	2.3	5.9	3.6	-1.1*
Ontario	49,100	230	1,570	50,430	2,070	850	49,210	0.5	3.2	2.7	4.1	1.7	-2.4	0.2
Manitoba	2,480	x	90	2,440	170	230**	2,500	5.3**	3.6**	x	7.1	9.4	2.5	0.8*
Saskatchewan	2,670	230*	90	2,530	320	250*	2,460	8.6*	3.4*	-5.2	12.7	9.9	-2.8	-7.9
Alberta	5,360	360*	390	5,390	390	1,400	6,400	6.8	7.3	x	7.3	26.0	18.7	19.4
British Columbia	14,390	360*	270*	14,300	930	820*	14,180	2.5*	1.9**	-0.6	6.5	5.7	-0.8	-1.5
Territories	440	150**	x	300	x	100*	370	33.4*	x	x	8.1**	x	x	-15.9**
University														
Canada	**157,310**	**13,470**	**13,470**	**157,310**	**18,310**	**18,310**	**157,310**	**8.6**	**8.6**	**...**	**11.6**	**11.6**	**...**	**...**
Newfoundland and Labrador	2,640	660	130	2,120	560	480	2,040	24.9	4.9	-20.1	26.3	22.6	-3.8	-22.7
Prince Edward Island	790	370*	90	510	170	280	620	46.6	11.4	-35.4	33.3	54.9	21.6	-21.5
Nova Scotia	5,260	940	1,790	6,110	2,610	930	4,430	17.9	34.0	16.2	42.7	15.2	-27.5	-15.8
New Brunswick	3,580	1,050	850	3,390	1,250	810	2,950	29.3	23.7	-5.6	36.9	23.9	-13.0	-17.6
Quebec	41,350	1,770	2,080	41,660	3,350	2,250	40,560	4.3	5.0	0.7	8.0	5.4	-2.6	-1.9
Ontario	61,550	3,350	3,950	62,160	3,900	6,610	64,870	5.4	6.4	1.0	6.3	10.6	4.4	5.4
Manitoba	5,390	790	420	5,010	850	600	4,760	14.8	7.8	-6.9	17.0	12.0	-5.0	-11.7
Saskatchewan	5,090	640	580	5,020	1,450	580	4,150	12.6	11.4	-1.2	29.0	11.6	-17.3	-18.5
Alberta	12,410	1,400	1,840	12,860	1,730	2,990	14,120	11.2	14.8	3.5	13.4	23.3	9.8	13.8
British Columbia	18,970	2,240	1,720	18,450	2,440	2,350	18,360	11.8	9.1	-2.7	13.2	12.7	-0.5	-3.2
Territories	280*	260*	x	x	x	430*	450*	92.7	..	..	x	x	x	x

* indicates a coefficient of variation (CV) between 16.6% and 25%.

** indicates a coefficient of variation (CV) greater than 25% and less than or equal to 33.3%.

1. The rate of out (in) migration to study is defined as the number of graduates who left (entered) a jurisdiction to pursue studies, as a percentage of the number of graduates by jurisdiction of residence prior to enrolment. Used as a measure of "student mobility".
2. The rate of out (in) migration after graduation is defined as the number of graduates who left (entered) a jurisdiction two years after graduation, as a percentage of the number of graduates of the jurisdiction. Used as a measure of "graduate mobility".
3. Net overall migration is defined as the difference between the number of graduates per jurisdiction based on residence two years after graduation versus residence one year before enrolment, as a percentage of the number of graduates per jurisdiction based on residence one year before enrolment.

Source: National Graduates Survey, Statistics Canada.

Table E.3.1

Unemployment rates of population aged 15 and over, by level of education, Canada, 1990 to 2006

	All levels	Less than high school[1]	High school[2]	College or trade[3]	University[4]
			percentage		
1990	8.1	12.4	7.8	6.3	3.8
1991	10.3	15.4	10.2	8.2	4.9
1992	11.2	17.0	10.9	9.3	5.5
1993	11.4	17.0	11.6	9.6	5.8
1994	10.4	16.1	10.2	9.0	5.4
1995	9.5	15.1	9.6	7.9	5.0
1996	9.6	15.4	9.8	8.1	5.2
1997	9.1	15.7	9.2	7.4	4.8
1998	8.3	14.5	8.6	6.5	4.3
1999	7.6	13.5	7.8	5.9	4.2
2000	6.8	12.5	7.0	5.2	3.9
2001	7.2	13.1	7.2	5.8	4.6
2002	7.7	13.9	7.8	5.9	5.0
2003	7.6	13.8	7.8	5.8	5.4
2004	7.2	13.2	7.5	5.6	4.9
2005	6.8	12.6	7.1	5.3	4.6
2006	6.3	12.3	6.5	5.1	4.0

1. Includes no education or education below high school graduation.
2. Includes high school graduation or some postsecondary education (not completed).
3. Includes trade certificate or diploma from a vocational school or apprenticeship training; non-university certificate or diploma from a community college, CEGEP, school of nursing and similar programs at this level; university certificate below bachelor's level.
4. Includes bachelor's degree; university degree or certificate above bachelor's degree.

Notes: The data for 1995 to 1998 have been revised and are different from those previously published in 2005 PCEIP Report (Statistics Canada and Council of Ministers of Education, Canada. 2005. *Education indicators in Canada: Report of the Pan-Canadian Education Indicators Program.* Catalogue no. 81-582=XIE. Ottawa.).

The unemployment rate is based on a monthly average from January to December.

Source: Labour Force Survey, Statistics Canada.

Tables E3

Table E.3.2

Unemployment rates of 25- to 29-year-olds, by educational attainment, Canada and provinces, 1996 and 2006

	All levels	Less than high school[1]	High school[2]	College or trade[3]	University[4]
			percentage		
1996					
Canada	**10.5**	**21.4**	**11.8**	**8.9**	**5.7**
Newfoundland and Labrador	22.1	41.2	25.0	19.9	11.3
Prince Edward Island	16.3	28.6	17.4	10.3	6.7
Nova Scotia	14.3	27.0	17.5	12.1	6.4
New Brunswick	12.6	28.3	15.9	8.7	5.4
Quebec	12.6	25.2	13.7	10.6	7.5
Ontario	10.0	19.0	12.7	8.4	5.1
Manitoba	8.5	18.8	8.9	6.3	4.5
Saskatchewan	9.8	24.6	10.1	6.6	3.4
Alberta	6.5	12.3	7.2	4.7	5.0
British Columbia	8.9	20.5	9.4	7.9	5.5
2006					
Canada	**6.1**	**13.4**	**7.3**	**5.2**	**4.4**
Newfoundland and Labrador	16.7	53.8	20.9	16.2	6.8
Prince Edward Island	12.2	25.0	13.0	7.4	6.7
Nova Scotia	7.7	22.9	7.9	7.6	3.7
New Brunswick	8.4	22.7	11.5	6.9	3.5
Quebec	7.3	15.9	10.5	6.3	4.3
Ontario	6.3	14.4	7.9	4.9	4.8
Manitoba	4.5	6.5	5.8	3.7	3.2
Saskatchewan	5.5	13.2	7.0	4.0	3.1
Alberta	3.1	5.9	3.4	2.6	2.3
British Columbia	4.7	8.3	4.7	3.2	5.6

1. Includes no education or education below high school graduation.
2. Includes high school graduation or some postsecondary education (not completed).
3. Includes trade certificate or diploma from a vocational school or apprenticeship training; non-university certificate or diploma from a community college, CEGEP, school of nursing and similar programs at this level; university certificate below bachelor's level.
4. Includes bachelor's degree; university degree or certificate above bachelor's degree.

Note: The unemployment rate is based on a monthly average from January to December.

Source: Labour Force Survey, Statistics Canada.

Table E.3.3

Unemployment rates of population aged 15 and over, by level of education, off-reserve Aboriginal population[1] from Western Canada[2], 2004 to 2006

	All levels	Less than high school[3]	High school[4]	College or trade[5]	University[6]
			percentage		
2004	13.1	20.7	13.5	7.8	5.2**
2005	12.2	21.5	10.8	8.4	3.7*
2006	9.8	16.7	8.9	6.4	5.9*

* indicates a coefficient of variation (CV) between 16.6% and 25%.

** indicates a coefficient of variation (CV) greater than 25% and less than or equal to 33.3%.

1. Aboriginal population refers to those persons who reported identifying with at least one Aboriginal group, i.e., North American Indian, Métis or Inuit.
2. Includes Manitoba, Saskatchewan, Alberta, and British Columbia. Data not comparable to Table E.3.2 as an experimental weight is used here.
3. Includes no education or education below high school graduation.
4. Includes high school graduation or some postsecondary education (not completed).
5. Includes trade certificate or diploma from a vocational school or apprenticeship training; non-university certificate or diploma from a community college, CEGEP, school of nursing and similar programs at this level; university certificate below bachelor's level.
6. Includes bachelor's degree; university degree or certificate above bachelor's degree.

Note: The unemployment rate is based on a monthly average from January to December. In 2004, the monthly average is from April to December.

Source: Labour Force Survey, Statistics Canada.

Table E.3.4

Distribution of earners, by educational attainment at different earnings levels, Canada, 2000

	< $20,000	$20,000 to < $40,000	$40,000 to < $60,000	$60,000 to < $80,000	$80,000 to < $100,000	$100,000 or more
				percentage		
Less than high school[1]	30	20	14	9	8	7
High school[2]	32	28	21	17	15	12
Trades[3]	10	14	15	14	12	8
College[4]	15	21	21	19	17	13
University[5]	14	18	29	42	48	61
Total	**100**	**100**	**100**	**100**	**100**	**100**

1. Includes individuals having no education or education below high school graduation.
2. Includes high school graduates and individuals who have some postsecondary education (not completed).
3. Includes graduates of trade-vocational programs.
4. Includes graduates of community colleges, CEGEPs, schools of nursing and similar programs at this level.
5. Includes individuals with a university degree or certificate (below or above bachelor's degree).

Source: 2001 Census of Population, Statistics Canada.

Table E.3.5

Relative earnings of the 25- to 64-year-old population with income from employment, by level of educational attainment, selected OECD countries (high school and trade-vocational education = 100), 2002, 2003 and 2004

	Below high school	College	University	College or university
		index		
Canada (2003)	**78**	**112**	**169**	**140**
France (2004)	85	125	163	147
Germany (2004)	88	128	163	153
Italy (2002)	78	..	153	153
United Kingdom (2004)	67	124	174	158
United States (2004)	65	114	181	172

Source: OECD, *Education at a Glance, 2006* (Table A9.1a).

Table E.3.6

Average employment income, by age group and education level, Canada, 2000

	Age group										
	15 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	**Total**
						dollars					
All education levels	**4,921**	**13,888**	**26,421**	**33,008**	**37,010**	**39,364**	**41,020**	**41,535**	**38,535**	**32,877**	**31,757**
Less than high school[1]	4,002	14,383	21,161	24,013	26,593	28,303	29,177	29,014	28,060	25,047	**21,230**
High school[2]	6,002	12,655	23,579	28,373	30,980	32,786	34,591	35,225	33,291	28,577	**25,477**
Trades[3]	8,309	17,490	26,319	30,714	34,111	36,542	38,061	38,252	36,503	31,984	**32,743**
College[4]	6,514	14,727	26,400	31,888	36,388	38,713	39,673	40,292	37,273	31,583	**32,736**
University[5]	11,096	13,959	31,062	42,847	52,154	58,205	60,295	60,801	58,969	53,644	**48,648**

1. Includes individuals having no education or education below high school graduation.
2. Includes high school graduates and individuals who have some postsecondary education (not completed).
3. Includes graduates of trade-vocational programs.
4. Includes graduates of community colleges, CEGEPs, schools of nursing and similar programs at this level.
5. Includes individuals with a university degree or certificate (below or above bachelor's degree).

Source: 2001 Census of Population, Statistics Canada.

Committees and organizations

This report was jointly produced by Statistics Canada and the Council of Ministers of Education, Canada (CMEC), in partnership with the departments and ministries of the provinces and territories with responsibility for education and training. Intergovernmental committees that have played a key role in the development of this publication are the Canadian Education Statistics Council (CESC), the Strategic Management Committee of the CESC, and the Working Group on Education Indicators. The following is a list of committees and organizations that have played a key role in shaping, developing and producing this publication, as well as their membership. Staff of CMEC and Statistics Canada who have played a direct role in the production of the report are also listed.

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1. Note of appreciation to staff of the Centre for Education Statistics at Statistics Canada for their invaluable contribution to this report, and to staff of Dissemination Division and Translation Services at Statistics Canada.

Education Indicators in Canada
Report of the Pan-Canadian Education Indicators Program 2007
is available in English and French
from the Web sites of CMEC
and Statistics Canada:
www.cmec.ca
www.statcan.ca



81-582-XPE
Canada $70.00
ISBN 978-0-660-19778-4

PCEIP 2007

ISBN 978-0-660-19778-4

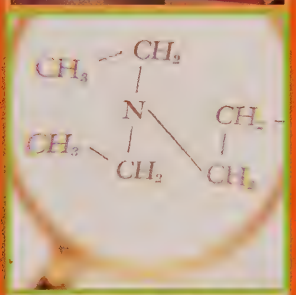
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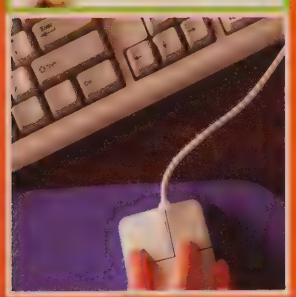
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81-582







Handbook for the Report of the Pan-Canadian Education Indicators Program 2007

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February 2008

Catalogue no. 81-582-GPE

ISBN 978-0-660-19809-5

Catalogue no. 81-582-GIE

ISBN 978-0-662-47984-0

Catalogue no. 81-582-GWE

ISBN 978-0-662-47985-7

Frequency: Occasional

Ottawa, Toronto

Également offert en français sous le titre : *Indicateurs de l'éducation au Canada. Manuel pour le Rapport du Programme d'indicateurs pancanadiens de l'éducation 2007.* (nº 81-582-GIF au catalogue).

Note of appreciation

Canada owes the success of its statistical system to a long-standing partnership between Statistics Canada, the citizens of Canada, its businesses, governments and other institutions. Accurate and timely statistical information could not be produced without their continued cooperation and goodwill.

Library and Archives Canada Cataloguing in Publication Data

Education indicators in Canada : handbook for the report of the Pan-Canadian Education Indicators Program, 2007.

Co-published by: Canadian Education Statistics Council.
Issued also in French under title: Indicateurs de l'éducation au Canada : manuel pour le rapport du Programme d'indicateurs pancanadiens de l'éducation, 2007.
Available also on Internet.
ISBN 978-0-660-19809-5 (paper)
ISBN 978-0-662-47984-0 (PDF)
ISBN 978-0-662-47985-7 (HTML)
CS81-582-GPE
CS81-582-GIE
CS81-582-GWE

1. Educational indicators – Canada. 2. Education – Canada – Statistics. I. Statistics Canada. Culture, Tourism and the Centre for Education Statistics. II. Canadian Education Statistics Council. III Pan-Canadian Education Indicators Program. IV. Title.

LA412 E38 2008 370.971'021
C2008-988022-6

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Acronyms

BTSD	basic training for skill development
CANSIM	Canadian Socio-economic Information Management System
CAUBO	Canadian Association of University Business Officers
CCSIS	Community College Student Information System
CEGEP	Collège d'enseignement général et professionnel
CES	Centre for Education Statistics
CESC	Canadian Education Statistics Council
CICIC	Canadian Information Centre for International Credentials
CIHR	Canadian Institutes of Health Research
CMA	census metropolitan area
CMEC	Council of Ministers of Education (Canada)
CV	coefficient of variation
EAG	Education at a Glance
ESESP	Elementary-Secondary Education Statistics Project
FINCOL	Financial Statistics of Community Colleges and Vocational Schools
FinPESS	Survey of Financial Statistics of Private Elementary and Secondary Schools
FIUC	Survey of Financial Information of Universities and Colleges
FOG	Follow-up Survey of Graduates
FTE	full-time equivalent
GERD	gross domestic expenditures on research and development
GDP	gross domestic product
GED	general education diploma
HRSDC	Human Resources and Social Development Canada
IALSS	International Adult Literacy and Skills Survey
ICT	information and communication technologies
INES	Indicators of Educational Systems
JRT	job readiness training
LFS	Labour Force Survey

LICO	low-income cutoff
NGS	National Graduates Survey
NLSC	National Longitudinal Survey of Children and Youth
OECD	Organisation for Economic Co-operation and Development
PCAP	Pan-Canadian Assessment Program.
PID	Public Institutions Division
PCEIP	Pan-Canadian Education Indicators Program
PISA	Programme for International Student Assessment
PPVT-R	Peabody Picture Vocabulary Test-Revised
PSIS	Postsecondary Student Information System
R&D	research and development
RAIS	Registered Apprenticeship Information System
SAIP	School Achievement Indicators Program
SCF	Survey of Consumer Finances
SCI	Survey of Colleges and Institutes
SIEID	Science, Innovation and Electronic Information Division
SHS	Survey of Household Spending
SLID	Survey of Labour and Income Dynamics
SSGS	Secondary School Graduates Survey
TLAC	Tuition and Living Accommodation Costs
TVOC	Trade/Vocational Enrolment Survey
UCASS	University and College Academic Staff Survey
USIS	University Student Information System
YITS	Youth in Transition Survey

Handbook for the Report of the Pan-Canadian Education Indicators Program 2007

Introduction

This new handbook, officially entitled *Education Indicators in Canada: Handbook for the Report of the Pan-Canadian Education Indicators Program 2007*, was developed to provide general descriptions for each indicator and indicator component in the 2007 Pan-Canadian Education Indicators Program (PCEIP). It complements the 2007 edition of *Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program*. These two publications share a common objective: to provide consistent and high-quality information on education in Canada. The up-to-date array of indicators helps support informed decision-making, policy formulation and program development throughout the country.

The 2007 PCEIP Report highlights the most recent available data for the PCEIP indicators in its now familiar format: brief analytical descriptions accompanied by easy-to-read charts and more detailed data tables. This new companion Handbook is a reference document that gives readers a broad understanding of each indicator, rather than the very specific methodological descriptions that would be necessary to reproduce the indicator using the raw data.

There are five broad indicator sets in PCEIP:

- A A portrait of the school-age population
- B Financing education systems
- C Elementary and secondary education
- D Postsecondary education
- E Transitions and outcomes.

The following information forms the main body of the Handbook, and is presented for each of the PCEIP indicators produced in 2007:

- A brief, general description.
- The major concepts and definitions used.
- An overview of the methodology, including interjurisdictional comparability as needed.
- A short review of any major data limitations.
- A list of the data sources used to produce the indicator.

The relevant data tables are cited for the reader's information; however, these tables appear, along with the analysis, in the 2007 PCEIP Report.

Four appendices conclude the Handbook. The first presents descriptions of the data sources used for the 2007 PCEIP indicator set. (Additional information on Statistics Canada surveys and publications is available free on its website at http://www.statcan.ca.) The second outlines revenue sources and components of expenditures for elementary-secondary education. A third appendix provides the basic reference statistics used for the 2007 PCEIP indicators. And the fourth and final appendix is a concordance table outlining the history of each indicator, beginning with the 1999 edition of *Education Indicators in Canada*.

Chapter A

A portrait of the school-age population		**1**
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A1

Population size

Tables A.1.1 and A.1.2

Indicator A1 examines the evolution in the size of the Canadian pre-school and school-age population, and the population aged 25 to 29, presenting estimates and projections for these groups—for the total population (Table A.1.1) and the population with Aboriginal identity (Table A.1.2).

Concepts and definitions

- For this indicator, the **school-age population** includes all individuals aged 5 to 24, whether or not they are attending school. Estimates and projections are also provided for the pre-school-age population (aged 0 to 4), and the population aged 25 to 29. The following **age groups**, which align with the standard used by the Organisation for Economic Co-operation and Development (OECD) and Statistics Canada, have been adopted for PCEIP 2007: 5 to 14; 15 to 19; 20 to 24; and 25 to 29.

- **Aboriginal identity** refers to people who, on the Census of Population, reported identifying with at least one Aboriginal group (North American Indian, Métis or Inuit). Also included in the Aboriginal identity population counts are individuals who did not report an Aboriginal identity, but did report being a Registered or Treaty Indian, and/or Band of First Nation membership ("not included elsewhere" category). Registered Indian status refers to those who reported they were registered under the *Indian Act*. Treaty Indians are persons who are registered under the *Indian Act* and can prove descent from a Band that signed a treaty. The term "treaty Indian" is more widely used in the Prairie provinces.

  The term **North American Indian** is used for individuals who self-identify as such and broadly refers to people who consider themselves part of the First Nations in Canada, whether or not they have legal Indian status according to the *Indian Act*. **Métis** refers to people who are of mixed Aboriginal and non-Aboriginal ancestry and who self-identify as Métis. **Inuit** refers to people descended from Aboriginal people who historically inhabited the Arctic regions of Canada, Alaska, Greenland and Russia, and who self-identify with this group.

- The **medium-growth scenario for the total Canadian population** assumes that fertility and immigration remain at their current levels throughout the projection period. It also assumes that Ontario, Alberta and British Columbia gain population through interjurisdictional migrations and that all other jurisdictions lose population through interjurisdictional migrations.
- The **medium-growth scenario for the Aboriginal population** assumes that mortality will be declining, that migration trends will continue their course as observed during the second half of the 1990s, and that fertility will undergo a slow decline over the projected period.
- **Interjurisdictional migration** is the movement of population from one province or territory to another, involving a permanent change in residence. A person who takes up residence in another province/territory is an outmigrant with reference to the province/territory of origin and an in-migrant with respect to the province/territory of destination. Net migration is the difference between in- and out-migrants.

Methodology

- The total population figures for 2001 are post-censal estimates based on the 2001 Census counts adjusted for census net undercount and incompletely enumerated reserves, and projected to the July 1 reference date. The figures for 1991 and 1996 are based on those census years, also adjusted for net undercoverage. Population projections for 2006 and beyond were developed using the 2005 population estimates as base, and assumptions on the future course of fertility and mortality, as well as international and interjurisdictional in- and out-migrations (medium-growth scenario).
- The projections for the Aboriginal school-age population are based on those who, on the 2001 Census, declared that they had an Aboriginal identity and/or were Registered or Treaty Indians (as defined by the *Indian Act*) and/or were members of an Indian Band. There were 952,900 people with at least one Aboriginal identity; most of them (946,200) identified with only one Aboriginal group. A small number of people (less than 6,700) indicated more than one Aboriginal group. In addition, 23,400 people reported their status solely as Registered or Treaty Indian or as a member of an Indian Band. Together this resulted in a base population of 976,300 people. Before using this population as the base for projections, two modifications were made to the 2001 Census counts:

  First, it was necessary to assure that those persons who indicated that they belonged to more than one Aboriginal group were considered only once in the model, and that the 23,400 people who did not identify as Aboriginal were also included. This modification did not change the overall size of the census Aboriginal population (976,300), but introduced small changes to the size of the North American Indian population (635,700 instead of 608,800), the Métis population (295,100 versus 292,300) and the Inuit population (45,500 versus 45,100).

  Second, the census data were corrected for situations when the census did not count all those who should have been counted. The population living on reserves was adjusted to take into account incompletely enumerated reserves. In each census, on some Indian reserves and settlements, enumeration is not permitted or is interrupted before it can be completed. Estimates of the number of people not counted were made and added to the census number of persons living on reserves. Also, during each census enumeration, there are people

who cannot be counted for various reasons (their dwelling was missed, they were not included on the census questionnaire, etc.) or who are counted more than once. Adjustment for these situations was made for the Aboriginal populations living on enumerated reserves and outside the reserves. These adjustments increased the size of the total Aboriginal population and that of specific groups.

- The projections for the Aboriginal population were prepared for individuals who, in the 2001 Census, identified with any of the following groups: the North American Indian population, the Métis or the Inuit. Geographical detail for each group is different and depends on the group's size. Separate projections were done for all three groups, for each of the 10 provinces and 3 territories.

Limitations

- The projection series in Tables A.1.1 and A.1.2 are based respectively on *Population projections for Canada, provinces and territories* (Catalogue No. 91-520) and *Projections of the Aboriginal Populations* (Catalogue No. 91-547). They should not be directly compared given substantial differences. The base population in the *Population projections for Canada, provinces and territories* is the estimated population in 2005 (Population estimates: Statistics Canada, Demography Division). The base population in the *Projections of the Aboriginal Populations* is the 2001 Census corrected for net undercoverage of Aboriginal people. The set of assumptions presented in either series were developed separately with different objectives. As a consequence, different results may appear when comparing the two series, especially for specific jurisdictions with a higher concentration of Aboriginal people or for various age groups. For the detailed differences between the assumptions for the selected scenarios readers should consult the original source documents (catalogue numbers cited above).
- Although commonly used for planning purposes, population projections should be interpreted with caution as they are based on assumptions about the future course of demographic components. For instance, fertility is the main determinant of the school-age population and it may not remain stable over the next 25 years as assumed.
- Projections at the jurisdictional level should be interpreted even more carefully because interjurisdictional migration, a component that is very volatile and difficult to forecast, has a major impact on population change in the provinces and territories.
- PCEIP reports separate Canada-level indicators for people who self-identify as North American Indian, Métis or Inuit. Although this grouping lends itself to more detailed analyses of the Aboriginal population in Canada than a broad pan-Canadian grouping, it does not capture the entire picture. For instance, the grouping does not differentiate between Aboriginal people living in urban versus rural or isolated communities, or between Aboriginal people residing on/off reserves and Aboriginal people from these diverse settings may have very different opportunities, needs and aspirations. Separate Aboriginal indicators for each of the 10 provinces and three territories are also reported; again, the variations within jurisdictions may not be captured completely.

- In 1991 and previous census years, Aboriginal persons were determined using the ethnic origin question, based primarily on the ancestry dimension. The Aboriginal identity question was asked for the first time in the 1996 Census. Data from the 1991 Census are thus not directly comparable with those from subsequent census years.

  Changes in Aboriginal participation in the census over time also result in comparability issues. In both 1996 and 2001, enumeration in some Indian reserves and settlements was not permitted or was interrupted before it could be completed.

  In recent years, the census has shown evidence of changes in the reporting of Aboriginal identity over time, a phenomenon called "ethnic mobility." A growing number of people who had not previously identified with an Aboriginal group have begun doing so. This has contributed to a substantial increase in the size of the Aboriginal population, especially in urban areas; therefore, caution should be exercised when analyzing trends for Aboriginal peoples based on previous census data.

  The projections for the population of Aboriginal children younger than age 15 are subject to high uncertainty as they are directly affected by future fertility and the transfer of Aboriginality from mother to child.

Data sources

- Census of Population, 1991, 1996 and 2001 (total Canadian population), Statistics Canada.
- Census of Population, 2001 (total Aboriginal population), Statistics Canada.
- Demography Division, Statistics Canada:

  For Table A.1.1

  1991 to 2005: Estimates of population, by age group and sex, Canada, provinces and territories;

  Population projections for Canada, provinces and territories, 2005 to 2031, Catalogue No. 91-520-XWE.

  For Table A.1.2

  Projections of the Aboriginal Populations, Canada, Provinces and Territories: Detailed Statistical Tables, 2001 to 2017, Catalogue No. 91-547-SCB, Scenario B.

A2

Cultural diversity

Tables A.2.1 through A.2.5

Indicator A2 portrays the diversity of the school-age population in some of Canada's major census metropolitan areas (CMAs) in terms of immigrants (Table A.2.1), visible minorities (Table A.2.2), and languages spoken at home (Table A.2.3). It also traces shifts in the proportion of the school-age population with Aboriginal identity (Tables A.2.4 and A.2.5).

Concepts and definitions

- For this indicator, the **school-age population** refers to all individuals aged 5 to 24, whether or not they are attending school. The following **age groups**, which align with the standard used by the Organisation for Economic Co-operation and Development (OECD) and Statistics Canada, have been adopted for PCEIP 2007: 5 to 14; 15 to 19; 20 to 24; and 25 to 29.
- **Immigrants** refers to people who are, or have been, landed immigrants in Canada. A landed immigrant is a person who has been granted the right to live in Canada permanently by immigration authorities. Some immigrants have resided in Canada for a number of years, while others have arrived recently. Does not include non-permanent residents who are defined as people from another country who had an employment authorization, a study authorization, or a Minister's permit, or who were refugee claimants at the time of the census and family members living here with them.
- As defined by the *Employment Equity Act*, **visible minorities** are "persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour." The following visible minority responses were indicated on the census, and respondents could mark more than one group: Chinese, South Asian, Black, Filipino, Latin American, Southeast Asian, Arab, West Asian, Japanese, Korean, multiple visible minority, visible minority not indicated elsewhere, and all others.
- **Home language** refers to the language spoken most often, or on a regular basis, at home by the individual at the time of the census. For this indicator, data are presented for people of school age whose home language is neither English nor French ("non-official home language").
- **Aboriginal identity** refers to people who, on the Census of Population, reported identifying with at least one Aboriginal group (North American Indian, Métis or Inuit). Also included in the Aboriginal identity population

counts are individuals who did not report an Aboriginal identity, but did report being a Registered or Treaty Indian, and/or Band of First Nation membership ("not included elsewhere category). Registered Indian status refers to those who reported they were registered under the *Indian Act*. Treaty Indians are persons who are registered under the *Indian Act* and can prove descent from a Band that signed a treaty. The term "treaty Indian" is more widely used in the Prairie provinces.

The term **North American Indian** is used for individuals who self-identify as such and broadly refers to people who consider themselves part of the First Nations in Canada, whether or not they have legal Indian status according to the *Indian Act*. **Métis** refers to people who are of mixed Aboriginal and non-Aboriginal ancestry and who self-identify as Métis. **Inuit** refers to people descended from Aboriginal people who historically inhabited the Arctic regions of Canada, Alaska, Greenland and Russia, and who self-identify with this group.

- A **census metropolitan area (CMA)** is a geographical unit consisting of one or more adjacent municipalities centered on a large urban area (known as the urban core) with a population count of at least 100,000. To be included in the CMA, other adjacent municipalities must have a high degree of integration with the central urban area, as measured by commuting flows derived from census place of work data. Once an area becomes a CMA, it is retained as a CMA even if the population of its urban core declines below 100,000.

Methodology

- The proportion of the school-age population with particular characteristics is based on information reported in the Census of Population for immigrants, visible minorities, non-official home language (neither official language spoken at home), and Aboriginal identity.
- The proportion of the school-age population with characteristic y = (number of individuals aged 5 to 24 with characteristic y) / (number of individuals aged 5 to 24).
- For both 1996 and 2001 CMA data, the 2001 Census boundaries are applied.

Limitations

- PCEIP reports separate Canada-level indicators for people who self-identify as North American Indian, Métis or Inuit. Although this grouping lends itself to more detailed analyses of the Aboriginal population in Canada than a broad pan-Canadian grouping, it does not capture the entire picture. For instance, the grouping does not differentiate between Aboriginal people living in urban versus rural or isolated communities, or between Aboriginal people residing on/off reserves and Aboriginal people from these diverse settings may have very different opportunities, needs and aspirations. Separate Aboriginal indicators for each of the 10 provinces and three territories are also reported; again, the variations within jurisdictions may not be captured completely.
- In 1991 and previous census years, Aboriginal persons were determined using the ethnic origin question, based primarily on the ancestry dimension. The Aboriginal identity question was asked for the first time in the 1996 Census. Data from the 1991 Census are thus not directly comparable with those from subsequent census years.

Changes in Aboriginal participation in the census over time also result in comparability issues. In both 1996 and 2001, enumeration in some Indian reserves and settlements was not permitted or was interrupted before it could be completed.

In recent years, the census has shown evidence of changes in the reporting of Aboriginal identity over time, a phenomenon called "ethnic mobility." A growing number of people who had not previously identified with an Aboriginal group have begun doing so. This has contributed to a substantial increase in the size of the Aboriginal population, especially in urban areas; therefore, caution should be exercised when analyzing trends for Aboriginal peoples based on data from different census years.

Census data re: the Aboriginal population are based on self-identification and therefore allow limited analysis of Aboriginal populations in Canada as they cannot be considered to be representative of the entire Aboriginal population.

- Until April 1, 1999, when Nunavut was officially created, data for this part of the North were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000.

Data source

- Census of Population, 1991, 1996 and 2001, Statistics Canada.

A3

Low income

Tables A.3.1 and A.3.2

Indicator A3 provides information on the proportion of the school-age population living in low-income circumstances, including the length of time families have been in such situations. This information is presented for the total school-age population (Tables A.3.1 and A.3.2).

Concepts and definitions

- For this indicator, the **school-age population** refers to all individuals aged 5 to 24, whether or not they are attending school. The following **age groups**, which align with the standard used by the Organisation for Economic Co-operation and Development (OECD) and Statistics Canada, have been adopted for PCEIP 2007: 5 to 14; 15 to 19; 20 to 24; and 25 to 29.
- Three **living situations** are presented for the population aged 5 to 24 in low-income circumstances: living with two parents, living with a lone parent, and not living with their parent(s). The distribution of this population by number of years in low income is categorized as follows: never in low income, up to one year in low income, and more than one year in low income.

  Parents captures biological and step-parents, as well as those who have adopted children. **Lone parent** refers to guardians and adults, regardless of marital status, without a partner but with children in their care.
- **Low income** is determined using Statistics Canada's **low-income cutoffs (LICOs)**, which indicate when a family may be in "straitened circumstances." This means that the family is likely to spend 20% more of its net income on basic items such as food, shelter and clothing than the average family, which leaves less money available for other expenses such as health, education, transportation and recreation. LICOs are calculated for families and communities of different sizes.

Methodology

- After-tax LICOs, which better reflect the income a family has to spend on basic and other items, were used to report the percentage of children living in low-income families and the distribution by number of years in low income (up to 6 years).

- LICOs are updated annually to reflect increases in the cost of living. They are also updated periodically to reflect changes in family spending patterns.
- Low-income rates are calculated for families with all members of an economic family having the same low-income status. An economic family is defined as a group of two or more persons related by blood, marriage, common-law or adoption, and living in the same dwelling.

Limitations

- There is no internationally accepted standard for measuring poverty, nor is there an official definition of poverty in Canada. LICOs provide one of many possible measures to monitor trends in the relative economic well-being of Canadian families.
- The Survey of Labour and Income Dynamics (SLID) was designed to follow individuals for six years; therefore, the income of a given family may be estimated for a maximum of six consecutive years using data from SLID.
- The feasibility of developing low income indicators for the Aboriginal population using SLID were explored. However, the Aboriginal identifier variable used in SLID is not comparable with that used in the census or in the Labour Force Survey (LFS). The identifier used in SLID is based on Aboriginal ancestry and Treaty/Registered Indian status, while the identifier used in the census and the LFS is based on Aboriginal self-identification. Moreover, the sample size of Aboriginal children aged 5 to 24 in low income in Canada is too small to support a breakdown by family characteristics and by province. And, most importantly, SLID is not recommended by subject matter experts in the Social and Aboriginal Statistics Division at Statistics Canada as a reliable source of information on the Aboriginal population.

Data sources

- Survey of Consumer Finances, 1990 and 1995, Statistics Canada.
- Survey of Labour and Income Dynamics, 2000 and 2004, Statistics Canada.

A4

Family background

Tables A.4.1 through A.4.4

Indicator A4 examines the living arrangements of the school-age population and the working status of parents. Distributions are presented for the total school-age population (Tables A.4.1 and A.4.3) and the school-age population with Aboriginal identity (Tables A.4.2 and A.4.4).

Concepts and definitions

- For this indicator, the **school-age population** refers to all individuals aged 5 to 24, whether or not they are attending school. The following **age groups**, which align with the standard used by the Organisation for Economic Co-operation and Development (OECD) and Statistics Canada, have been adopted for PCEIP 2007: 5 to 14; 15 to 19; 20 to 24; and 25 to 29.
- The 5- to 24-year-old population was grouped into the following categories to reflect **living arrangements**: living with parents(s), which includes married parents, common-law parents, and lone parents; and not living with parents, which captures those individuals living as a spouse or lone parent, or who have other living arrangements.

  Parents captures biological and step-parents, as well as those who have adopted children. **Lone parent** refers to guardians and adults, regardless of marital status, without a partner but with children in their care. "Other living arrangements" includes people who live with "non-family" persons; that is, people living with relatives only, living with relatives and other persons, or living with non-relatives (at least two of these non-relatives must constitute a census family).
- Percentage distributions are presented for the 5-to-24 age group overall, and for the following **age groups**: 5 to 14, 15 to 19, and 20 to 24.
- The Census of Population definition of **family** refers to a married couple (with or without children of either or both spouses), a couple living common-law (with or without children of either or both partners) or a lone parent of any marital status, with at least one child living in the same dwelling. A couple living common-law may be of the opposite or same sex. "Children" in a census family include grandchildren living with their grandparent(s) but with no parent(s) present.

For the 2001 Census, several changes were made to the census family concept: two persons living in a same-sex common-law relationship, along with any of their children residing in the household, will be considered a census family. Children in a census family can have been previously married (as long as they are not currently living with a spouse or common-law partner); previously, they had to be never-married. A grandchild living in a three-generation household where the parent (middle generation) is never-married will, contrary to previous censuses, now be considered as a child in the census family of his or her parent, provided the grandchild is not living with his or her own spouse, common-law partner, or child. Traditionally, the census family usually consisted of the two older generations. A grandchild of another household member, where a middle-generation parent is not present, will now be considered as a child in the census family of his or her grandparent, provided the grandchild is not living with his or her own spouse, common-law partner, or child. Traditionally, such a grandchild would not be considered as the member of a census family.

- **Aboriginal identity** refers to people who, on the Census of Population, reported identifying with at least one Aboriginal group (North American Indian, Métis or Inuit). Also included in the Aboriginal identity population counts are individuals who did not report an Aboriginal identity, but did report being a Registered or Treaty Indian, and/or Band of First Nation membership ("not included elsewhere category). Registered Indian status refers to those who reported they were registered under the *Indian Act*. Treaty Indians are persons who are registered under the *Indian Act* and can prove descent from a Band that signed a treaty. The term "treaty Indian" is more widely used in the Prairie provinces.

  The term **North American Indian** is used for individuals who self-identify as such and broadly refers to people who consider themselves part of the First Nations in Canada, whether or not they have legal Indian status according to the *Indian Act*. **Métis** refers to people who are of mixed Aboriginal and non-Aboriginal ancestry and who self-identify as Métis. **Inuit** refers to people descended from Aboriginal people who historically inhabited the Arctic regions of Canada, Alaska, Greenland and Russia, and who self-identify with this group.

Methodology

- The percentage distribution of the school-age population, by age group and living arrangements, was examined for the total Canadian population (Tables A.4.1 and A.4.3), and for the school-age population with Aboriginal identity (Tables A.4.2 and A.4.4).
- To ensure the confidentiality of responses collected for the census, a random rounding process is used to alter the values reported for individual counts. As a result, when data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently and randomly rounded. However, apart from discrepancies due to simple rounding, the percentages were calculated to add up to 100%, as recommended by the census methodology group.

Limitations

- PCEIP reports separate Canada-level indicators for people who self-identify as North American Indian, Métis or Inuit. Although this grouping lends itself to more detailed analyses of the Aboriginal population in Canada than a broad pan-Canadian grouping, it does not capture the entire picture. For instance, the grouping does not differentiate between Aboriginal people living in urban versus rural or isolated communities, or between Aboriginal people residing on/off reserves and Aboriginal people from these diverse settings may have very different opportunities, needs and aspirations. Separate Aboriginal indicators for each of the 10 provinces and three territories are also reported; again, the variations within jurisdictions may not be captured completely.
- Data from the 1991 and 2001 Census were used to calculate distributions and to produce population counts for the general population. However, because1991 Census data for the population with Aboriginal identity are not directly comparable with information collected in 2001, data from the 1996 Census year were used.
- In 1991 and previous census years, Aboriginal persons were determined using the ethnic origin question, based primarily on the ancestry dimension. The Aboriginal identity question was asked for the first time in the 1996 Census. Data from the 1991 Census are thus not directly comparable with those from subsequent census years.

  Changes in Aboriginal participation in the census over time also result in comparability issues. In both 1996 and 2001, enumeration in some Indian reserves and settlements was not permitted or was interrupted before it could be completed.
- In recent years, the census has shown evidence of changes in the reporting of Aboriginal identity over time, a phenomenon called "ethnic mobility." A growing number of people who had not previously identified with an Aboriginal group have begun doing so. This has contributed to a substantial increase in the size of the Aboriginal population, especially in urban areas; therefore, caution should be exercised when analyzing trends for Aboriginal peoples based on previous census data.
- Census data re: the Aboriginal population are based on self-identification and allow for limited analysis of Aboriginal populations in Canada as they cannot be considered as representative of the entire Aboriginal population.
- In general, standard errors are not calculated for census estimates. Tables A.3.2 and A.3.4 provide numbers of Aboriginal individuals by living arrangements and work activity of parents. Some numbers at the jurisdictional level are very small and may be associated with relatively high standard errors. This is especially true for jurisdictions with small Aboriginal populations and these data should be interpreted with caution.

Data source

- Census of Population, 1991, 1996 and 2001, Statistics Canada.

Chapter B

B

Financing education systems		**17**
B1	Total expenditure on education	19
B2	Public and private expenditure on education	23
B3	Student debt	39

Total expenditure on education

B1

Tables B.1.1 through B.1.5

Indicator **B1** examines total combined public and private expenditure on education in Canada and its provinces and territories. These combined expenditures are presented with total amounts (Table B.1.1), indices of change (Table B.1.2), and percentage distributions (Table B.1.3), by level of education, between 1997/1998 and 2002/2003. Per capita expenditure on education and its index of change are also shown for Canada and its jurisdictions (Table B.1.4), as well as the total expenditure relative to GDP (Table B.1.5).

Concepts and definitions

- **Total expenditure** on education refers to the total combined public and private expenditures on education for Canada, or for a province/territory, in a given fiscal year.
- **Public expenditure** refers to spending on education by all levels of government, including:

  Direct purchases by governments of educational resources (e.g., direct payments of teachers' salaries by a central or regional education ministry/department, direct payments by a municipality to building contractors for construction of school buildings, procurement of textbooks by a jurisdiction or regional authority for subsequent distribution to local authorities or schools).

  Direct payments by government agencies to educational institutions that have the responsibility of purchasing educational resources themselves (e.g., government block grants to universities, which they use to compensate personnel, a government subsidy to a private school, and government payments under contract to a private firm undertaking educational research).

  Direct expenditure designated for capital projects (e.g., building expansions or construction, laboratory equipment in support of research and development).

  Public-to-private transfers (e.g., net transfers between different levels of government, financial aid in the form of government scholarships and grants, special public subsidies [for transport, medical expenses, studies abroad], family allowances or child allowances that are contingent on student status, student loans).

- **Private expenditures** refer to the expenditures by households or other private entities (commercial and not-for-profit), and they include:

  Fees paid to educational institutions (e.g., for tuition, registration, laboratory, lodging, meals and for other services provided to students by the institution). Statistics Canada's finance surveys are administrative surveys only and therefore do not include data on private educational expenditures paid to other entities for student lodging, course material, etc.

  Financial aid to students or households from private sources (e.g., scholarships from business firms and religious and other non-profit organizations).

  Direct payments by private entities to educational institutions (e.g., contributions or subsidies to vocational-technical schools, contracts let to universities for research or other services, grants to educational institutions from non-profit organizations, and charitable donations [other than from households]).

- The **index** shows the annual cumulative percentage changes in a variable from a given base year, expressed as an index with the base year equal to 100. The index value of 107 at the Canada level (Table B.1.4), for example, five years after the base year, indicates a 7% increase in per capita combined expenditure on education between 1997/1998 and 2002/2003.

- **Gross domestic product (GDP)** represents the total market value of a country's (or province's, or territory's) goods and services produced over the year.

Methodology

- The following six surveys have provided sources of data for Tables B.1.1 through B.1.5.

  (1) The Survey of Uniform Financial System of School Boards (SUFSB) is an annual survey conducted to determine how much is spent in relative detail by school boards by provincial/territorial total. The SUFSB also determines where the school boards receive funding. The survey is a census with a cross-sectional design, and covers all school boards in Canada. All figures are actual, except those for Nunavut, which have been estimated.

  (2) The Survey of Financial Statistics of Private Elementary and Secondary Schools (FinPESS) is an annual survey conducted to collect financial information on private schools, which is input for total elementary and secondary revenues and expenditures. The survey is a census with a cross-sectional design, and covers all private educational institutions in all provinces. The private component at the elementary and secondary levels has been estimated using the 2002/2003 private school enrolments and the Education Price Index and the 2000/2001 actual data.

  (3) The Survey of Federal Government Expenditures in Support of Education (FEDEX) is an annual survey conducted to determine, in detail, direct federal government financial support for education at all levels by department and by province/territory. The survey covers federal government programs having expenditures in support of education. This survey is a census with a cross-sectional design. All figures in this survey are actual and not estimated.

  (4) The Survey of Financial Information of Universities and Colleges (FIUC) is conducted annually to collect data on the revenues and expenditures of universities and degree-granting institutions in Canada. It covers all degree-granting universities and university-colleges in Canada. All figures in this survey are actual and not estimated.

(5) The Financial Statistics of Community Colleges and Vocational Schools (FINCOL) is an annual survey conducted to collect detailed revenue and expenditure data from community colleges and public trade-vocational schools. The survey covers all community colleges and public vocational institutions in the provinces and territories that offer educational programs at the postsecondary level and/or trade-vocational level. All figures in this survey are actual and not estimated.

(6) The Provincial Expenditures on Education in Reform and Correctional Institutions is an annual survey that is used to supplement data from the Provincial Public Accounts on provincial/territorial expenditures on education. The survey covers reform and correctional institutions in the provinces and territories. All figures in this survey are actual and not estimated.

- At the elementary-secondary level, public institutions have a small portion of funding from private sources, which is derived from year-to-year extrapolation.
- All amounts in these tables are given in 2001 constant dollars. Constant dollars are derived by applying a price deflator to convert expenditures displayed in a time series to a price level that existed at a certain point in time (the base year). Constant dollars eliminate the changes in the purchasing power of the dollar over time, resulting in a series that would exist if the dollar had a purchasing power equal to the purchasing power in the base year.
- Per capita expenditure in Table B.1.4 divides the spending on education in Canada, or in a province or territory, by the total population, to show how much is spent on education per person.
- Data shown at the Canada level include Canada's spending on education in foreign countries (e.g., Department of National Defence schools), and undistributed expenditures. The decline in expenditure in Newfoundland and Labrador was in fact a return to "normal" expenditure level after a significant but short-term funding increase in the mid-1990s, notably for the Atlantic Groundfish Strategy. Expenditures at the elementary-secondary level in Quebec include trade-vocational expenditures administered through the elementary-secondary system.
- Although the decrease in public and private expenditures on education in New Brunswick in 2000/2001, 2001/2002, and 2002/2003 reflects a change in employer contributions to teachers' pension plans, the actual data for 2000/2001, 2001/2002 and 2002/2003 for New Brunswick show an increase in expenditures for school district operations at the elementary/secondary level in all three years.
- Although there are no universities in the territories, there are expenditures at the university level including student aid as well as administrative expenditures. These expenditures are also included in the provincial data.
- Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000.

Limitations

- The measurements reported should be interpreted in the context of various inter-related supply-and-demand factors, including the demographic structure of the population, enrolment rates at different levels of education, and changes in the overall value of goods and services produced in the economy (GDP). The results cannot be used to compare provincial or territorial governments' funding commitment to education.

- Large year-over-year variations in public and private funding to school boards are caused by accounting adjustments to prior-year surpluses and/or deficits. This means that trends should be observed over a period of years rather than from one year to the next (Tables B.1.1 and B.1.2).
- For Nunavut in 1999/2000, the combined expenditures on education for trade-vocational schools (Table B.1.1) were slightly underestimated as tuition fees (part of private expenditures) for the trade-vocational portion were not reported for the only college in Nunavut in 1999/2000.
- There is no standard fiscal-year definition applied across the Canadian education system. At the elementary-secondary level, most local school boards use their respective school year-ends, but are converted to a calendar year (as of the end of December) by Statistics Canada. On the other hand, universities and colleges have different financial year-ends. Please note that all provincial public accounts use the same fiscal year, as of March 31.
- Although amounts are presented in constant dollars to provide a consistent picture over time, the impact of spending on education in any jurisdiction will be affected by several factors, including changes to the cost of living within jurisdictions.
- The following data are not included: private daycare programs since they are not considered in the educational system, and expenditures relating to private business colleges.

Data sources

For Table B.1.1:

- Survey of Uniform Financial System of School Boards, Statistics Canada.
- Survey of Financial Statistics of Private Elementary and Secondary Schools, Statistics Canada.
- Survey of Federal Government Expenditures in Support of Education, Statistics Canada.
- Survey of Financial Information of Universities and Colleges, Statistics Canada.
- Financial Statistics of Community Colleges and Vocational Schools, Statistics Canada.
- Provincial Expenditures on Education in Reform and Correctional Institutions, Statistics Canada.
- Provincial public accounts, Statistics Canada.

For Tables B.1.2 to B.1.4:

- Table B.1.1

For Table B.1.5:

- Table B.1.1; GDP: Appendix 3.

Public and private expenditure on education

B2

Public expenditures on education, health, social services, and non-social programs

Table B.2.1

Indicator B2 considers total education expenditure in Canada, from both public and private sources. The first subset of this indicator examines public expenditures on education relative to the spending on other government programs; specifically, health, social services, and non-social programs (Table B.2.1). Expenditures are presented as dollar amounts (2001 constant dollars) and using percentage distributions, by program. The information spans the period from 1989/1990 to 2005/2006.

Concepts and definitions

- For this indicator, which is based on data from Public Institutions Division, **public expenditures** refer to expenditures by the federal, provincial/territorial and local levels of government. These expenditures are presented for elementary-secondary education, postsecondary education, other education, and total public expenditures for education, as compared with the public expenditures on health, social services, and non-social programs (Table B.2.1).

  Public expenditures on **other education** include spending on special retraining, which includes outlays made for the purpose of upgrading the skills of individuals, the purchase of on-the-job training for Employment Insurance recipients, subsidies to workers and persons available for work undergoing training, as well as spending on language training for newcomers and government employees, and spending that cannot otherwise be categorized.

  Health expenditures include hospital care, medical care, preventive care, and other health services.

  Public expenditures on **social services** refer to social assistance, Workers' Compensation benefits, employee pension plan benefits and changes in equity, veterans' benefits, motor vehicle accident compensation, and other social services.

  Non-social programs is a residual category that includes general government services; protection of persons and property; transportation and communication; resource conservation and industrial development; environment, recreation and culture; labour, employment and immigration; housing; foreign affairs and

international assistance; regional planning and development; research establishments; general purpose transfers to other government subsectors; debt charges; and other expenditures.

Methodology

- Table B.2.1 is based on public accounts data from Statistics Canada's Public Institutions Division (PID). PID's statistical program was designed to measure and analyze the economic dimensions of Canada's public sector. The economic dimensions consist of revenues and expenditures, assets and liabilities, debt and employment-related statistics of public sector entities. The data from PID are in current dollars. Constant dollar conversion is performed by Culture, Tourism and the Centre for Education Statistics Division.
- Public expenditures on education (elementary-secondary, postsecondary, and other education) and other programs (health, social services, and non-social programs) (Table B.2.1) are presented in 2001 constant dollars and as percentage distributions, by program, from 1989/1990 to 2005/2006.
- Provincial governments support college- and university-related activities in a variety of ways. They provide direct operating, capital, and other special purpose grants to institutions, financial aid to students, and research funding to faculty members. In addition to these direct expenditures, jurisdictions maintain ministries/departments and agencies to administer their college- and university-related programs and to develop public policy. The cost of all these programs and activities represents the total provincial and territorial government expenditures on college- and university-related activity. The federal government also supports college- and university-related activities.

Interjurisdictional comparability

- The Financial Management System ensures interjurisdictional comparability by standardizing the classification of transactions and of balance sheet items and by applying a uniform definition of "government entity" across jurisdictions. The FMS also ensures inter-temporal comparability by applying a conceptual framework over long periods of time.
- All transfers between provinces or territories are netted out in order to avoid duplication. Inter-government sales of goods and services and inter-government interest payments are also eliminated on consolidation to avoid double counting.

Limitations

- PID standardizes individual government accounts to provide consistent and comparable statistics; therefore, these statistics may differ from the figures published in individual government financial statements, and differ slightly from other data for public expenditures.
- The comparisons across government programs (Table B.2.1) are not directly comparable with the data on public expenditures in education presented in other tables (Tables B.1.1 through B.1.5, Table B.2.2 and Table B.2.3).

Data source

- Public Institutions Division, Statistics Canada.

Public and private expenditure on education

Public expenditures on education

Tables B.2.2 and B.2.3

Indicator B2 considers total education expenditure in Canada, from both public and private sources. This second subset of the indicator focuses on public expenditures on education, by level of education and jurisdiction, over time. The information is presented in 2001 constant dollars (Table B.2.2) and using indices of change (Table B.2.3).

Concepts and definitions

- **Public expenditures** refer to spending on education by all levels of government, including:

  Direct purchases of educational resources by governments (e.g., direct payments of teachers' salaries by a central or regional education ministry/department, direct payments by a municipality to building contractors for construction of school buildings, procurement of textbooks by a jurisdiction or regional authority for subsequent distribution to local authorities or schools).

  Direct payments by government agencies to educational institutions that have the responsibility of purchasing educational resources themselves (e.g., government block grants to universities, which they use to compensate personnel, a government subsidy to a private school, and government payments under contract to a private firm undertaking educational research).

  Direct expenditures designated for capital projects (e.g., building expansions or construction, laboratory equipment in support of research and development).

  Public-to-private transfers (e.g., net transfers between different levels of government, financial aid in the form of government scholarships and grants, special public subsidies [for transport, medical expenses, studies abroad], family allowances or child allowances that are contingent on student status, student loans).

- The following **levels of education** are used: pre-elementary, elementary-secondary; trade-vocational; college; university; all postsecondary; and all levels combined (Tables B.2.2 and B.2.3).

Pre-elementary programs refer to pre-Grade 1 programs offered by public, private, and federal schools, as well as schools for the visually and hearing impaired, generally targeting children 4 or 5 years of age. Junior and senior kindergarten programs in the formal education system are included, but early childhood programs outside the formal education system are not included.

Elementary-secondary education consists of 12 years of study (from Grade 1 to Grade 12); the only exception is Quebec where there are 6 years of elementary school and 5 years of secondary school.

Trade-vocational education refers to apprenticeship or other programs geared towards preparation for employment in an occupation or trade. More and more programs in the trade-vocational education are now requiring high school graduation. Programs vary in length from 2 to 5 years, depending on the trade.

College education refers to the education programs offered by a community college, CEGEP, school of nursing.

University level education typically offers 4-year undergraduate programs leading to bachelor's degrees. Advanced degrees include master's degrees, generally requiring 2 years of study after a first degree, and doctoral degrees, requiring 3 to 5 years of postgraduate study and research as well as a dissertation.

- **Constant dollars** are derived by applying a price deflator to convert expenditures displayed in a time series to a price level that existed at a certain point in time (the base year). Constant dollars eliminate the changes in the purchasing power of the dollar over time. The result is a series as it would exist if the dollar had a purchasing power equal to the purchasing power in the base year.
- **Indices of change** (Table B.2.3) represent annual cumulative percentage changes for public expenditures on education in the base year of 1997/1998, expressed as an index with the base year equal to 100.

Methodology

- This second subset of indicator B2 is based on data from the six surveys outlined in Indicator B1, and data from provincial public accounts.
- The data shown at the Canada level include Canada's spending on education in foreign countries (e.g., Department of National Defence schools), and undistributed expenditures.
- Expenditures at the elementary-secondary level in Quebec include trade-vocational expenditures administered through the elementary-secondary system.
- Although there are no universities in the territories, there are expenditures at the university level, including student aid as well as administrative expenditures. These expenditures are also included in the provincial data.

Interjurisdictional comparability

- All transfers between provinces or territories are netted out in order to avoid duplication.

Limitations

- Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000.

Data sources

- Survey of Uniform Financial System of School Boards, Statistics Canada.
- Survey of Financial Statistics of Private Elementary and Secondary Schools, Statistics Canada.
- Survey of Federal Government Expenditures in Support of Education, Statistics Canada.
- Survey of Financial Information of Universities and Colleges, Statistics Canada.
- Financial Statistics of Community Colleges and Vocational Schools, Statistics Canada.
- Provincial Expenditures on Education in Reform and Correctional Institutions, Statistics Canada.
- Provincial public accounts.

Public and private expenditure on education

Private expenditures on education

Tables B.2.4 through B.2.6

This third subset of Indicator B2 (total education expenditure in Canada) presents information on private spending in Canada and jurisdictions, by level of education and as a percentage of total expenditures on education (Tables B.2.4 through B.2.6). The expenditure amounts are shown in 2001 constant dollars.

Concepts and definitions

- **Private expenditures** refer to spending by households or other private entities (commercial and not-for-profit), and include:

  Fees paid to educational institutions (e.g., for tuition, registration, laboratory, lodging, meals and for other services provided to students by the institution). Statistics Canada surveys only institutions and there is a lack of data on private educational expenditures paid to other entities for student lodging, course material, etc.

  Financial aid to students or households (e.g., scholarships from business firms and religious and other non-profit organizations);

  Direct payments by private entities to educational institutions (e.g., contributions or subsidies to vocational-technical schools, contracts let to universities for research or other services, grants to educational institutions from non-profit organizations, and charitable donations [other than from households]).

Methodology

- Total private expenditures on education (Table B.2.4) and indices of change in the expenditures (Table B.2.5), by level of education and jurisdiction, over time are presented. Private expenditures on education are also shown as percentage of total expenditures by level of education and jurisdiction between 1997/1998 and 2002/2003.
- Data are not included for private education programs for pre-junior kindergarten children for which there is no provincial regulation.

- The figures for trade-vocational and college education (Tables B.2.4, B.2.5 and B.2.6) are not included for expenditures relating to private business colleges.
- The only college in Nunavut started reporting tuition fees (part of private expenditures) for the trade-vocational portion in 2000/2001.
- Since the series for Nunavut starts in 1999/2000, the calculation for the Northwest Territories and Nunavut is for the period 1999/2000 to 2002/2003 only (1999/2000 = 100). In the case of Nunavut at the trade-vocational level, as the only college started reporting tuition fees (part of private expenditures) for the trade-vocational portion in 2000/2001, the index calculation is for the period 2000/2001 to 2002/2003 only (2000/2001 = 100).
- Large year-over-year variations in public and private funding to school boards are caused by accounting adjustments to prior-year surpluses and/or deficits. This means that trends should be observed over a period of years rather than from one year to the next.

Interjurisdictional comparability

- All transfers between provinces or territories are netted out in order to avoid duplication.

Limitations

- Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000.

Data sources

- Survey of Uniform Financial System of School Boards, Statistics Canada.
- Survey of Financial Statistics of Private Elementary and Secondary Schools, Statistics Canada.
- Survey of Financial Information of Universities and Colleges, Statistics Canada.
- Financial Statistics of Community Colleges and Vocational Schools, Statistics Canada.

Public and private expenditure on education

Average expenditures per household

Table B.2.7

This fourth subset of Indicator B2 (total education expenditure in Canada) presents information on average expenditures on education per household and percentage of households incurring educational expenditures (Table B.2.7). Data are from the Survey of Household Spending.

Concepts and definitions

- **Household** refers to a person or a group of persons (other than foreign residents) who occupy a private dwelling and do not have a usual place of residence elsewhere in Canada.
- **Percentage of households incurring educational expenses** was calculated by dividing the number of households that incurred educational expenses by the total number of private households, then multiplying by 100. In 2004, 43% of households incurred expenditures on education (Table B.2.7).
- **Average education expenditure per household** was calculated by dividing the total amounts of household educational expenditure by the total number of private households that incurred such spending in a given calendar year. In other words, this measure reflects average spending on education only for the households that actually incurred such costs. For example, average educational expenditure per household was $2,484 in 2004 among the 43% of households that incurred such costs.

Methodology

- The Survey of Household Spending (SHS) is carried out annually across Canada in private households in the 10 provinces. Data for the territories are available for 1998, 1999 and every second year thereafter. The main purpose of the survey is to obtain detailed information about household spending during the reference year (previous calendar year). Table B.2.7 presents data for the provinces and at the Canada level (excluding the territories).

The following groups are excluded from the SHS: (1) those living on Indian reserves and crown lands; (2) official representatives of foreign countries living in Canada and their families; (3) members of religious and other communal colonies; (4) members of the Canadian Forces living in military camps; (5) people living in residences for senior citizens; and (6) people living full-time in institutions; e.g., inmates of penal institutions and chronic care patients living in hospitals and nursing homes.

For tuition fees, books, and supplies, the SHS asks about spending on kindergarten, nursery school, elementary and secondary education, and postsecondary education (e.g., university, trade, professional courses). The survey also asks households to provide the spending on other courses and lessons (e.g., music, dancing, sports, crafts), and other educational services (e.g., tutoring, rental of school books, equipment); driving lessons are excluded. The data include special and private schools, but exclude day care and lodging expenses.

The survey covers about 98% of the population in the 10 provinces. The SHS is a stratified, multi-stage sample selected from the Labour Force Survey (LFS) sampling frame. Sample selection comprises two main steps: the selection of clusters (small geographic areas) from the LFS frame and the selection of dwellings within these selected clusters. The sample size of the SHS is equal to over 21,000 households.

- **Household educational expenditures** (Table B.2.7) include the following four categories: supplies (all levels), textbooks (all levels), tuition (pre-elementary and elementary-secondary), and tuition (postsecondary). The first panel of the table shows the percentage of household that incurred expenditures on education, overall and in each of the four categories, while the second panel of the table includes average education expenditure per household for households incurring costs in a given category in the first panel.

Limitations

- The SHS data from part-year households are excluded from estimates of average household spending. Part-year households are composed entirely of persons who were members of other households for part of the reference year.
- In 1998, 1999, and every second year thereafter starting with 2001, SHS data for Canada include the territories. For the other years, Canada-level statistics include the 10 provinces only. On the other hand, data for territories are available for 1997 (coverage insufficient for inclusion in Canada-level statistics), 1998, 1999 and every second year thereafter starting with 2001.

Data source

- Survey of Household Spending, 2004, Statistics Canada.

Public and private expenditure on education

Average university tuition fees

Tables B.2.8 through B.2.11

This fifth subset of Indicator B2 includes data on average undergraduate university tuition fees in 2001 constant dollars (Table B.2.8), as well as in current dollars (Table B.2.9), at the Canada level, by province, and over time. Average university tuition fees are presented by faculty, both in 2001 constant dollars (Table B.2.10) and in current dollars (Table B.2.11). All tables in this subset are based on the data from the Tuition and Living Accommodation Costs for Full-time Students at Canadian Degree-granting Institutions (TLAC).

Concepts and definitions

- **Undergraduate university tuition fees** refer to the undergraduate tuition fees charged to full-time Canadian students over the academic year; that is, September to April. The undergraduate faculties used in the calculations are Agriculture, Architecture, Arts, Commerce, Dentistry, Education, Engineering, Household Sciences, Law, Medicine, Music, and Science, as well as the faculties of Dentistry, Medicine, and Law, where students graduate with "first professional degrees." Tables B.2.10 and B.2.11 also present average tuition fees for graduate studies (Master's and doctorates). Excluded in all tuition tables are additional compulsory fees such as athletics, health services, student association, etc.
- **Constant dollars** are derived by applying a price deflator to convert expenditures displayed in a time series to a price level that existed at a certain point in time (the base year). Constant dollars eliminate the changes in the purchasing power of the dollar over time. The result is a series as it would exist if the dollar had a purchasing power equal to the purchasing power in the base year.

Methodology

- TLAC is an annual survey that was developed to collect student financial information (tuition fees and living accommodation costs) on all universities and degree-granting colleges in Canada.

- The target population of TLAC is all degree-granting institutions (universities and colleges) in Canada. The survey is a census with a cross-sectional design. Data are collected for all units of the target population, therefore no sampling is done.
- All surveys are subject to errors. Only non-sampling errors apply to this survey given that there was no sampling process used to produce the final results. Each year, data comparability is done for each university and college, and any major discrepancies are investigated with the respondent. Data are released publicly at the institutional level.
- Tuition fees were converted using 2001 constant dollars; specifically, 2001 calendar year constant dollars were applied to the other years (September to August academic year) in Tables B.2.8 and B.2.10. For Canada as a whole, the national CPI was used; for the provinces, provincial CPIs were used. It should be noted that in previous PCEIP reports, information was presented for the fiscal year (April to March), and the national CPI was only used to deflate the annual tuition fees.

Limitations

- Both in- and out-of-province students are included in the weighted average calculations; foreign students are not included.
- Compulsory fees are available for both undergraduate and graduate full-time Canadian students; foreign students are excluded.
- Data on lower and upper fees are available for single students with room only plan, meal only plan, room and meal package plan, married students with room for each university. However, it is not possible to derive a weighted average for the provincial level (or university level) since we do not know how many students are single or married and taking which meal and room plans.
- There is no information on accommodation costs for students living outside of residences.

Data source

- Survey of Tuition and Living Accommodation Costs for Full-time Students, Statistics Canada.

Public and private expenditure on education

University and university-college revenues

Table B.2.12

This sixth subset of Indicator **B2** presents the percentage distribution of university and university-college revenues, by source, at the Canada and provincial levels, for 1999/2000 and 2004/2005 (Table B.2.12).

Concepts and definitions

- **Private revenues at universities** refer to the revenue obtained from any source other than government, categorized as:

  Student fees: Payments obtained from students directly in the form of tuition and other fees.

  Non-government grants and contracts, donations and bequests: Financial support received by colleges and universities from donors, wills from grants and contracts from sources other than government, the latter provided with specific stipulations.

  Sales: Revenue from sales of services and products by the institution.

  Investment: Revenue from dividends, bonds, mortgages, short-term notes and bank interest.

  Miscellaneous revenue of colleges and universities: Commissions, royalties and fees from the use of institution-owned rights or properties, fees for services rendered, library and other similar fines, rentals, net gain or loss on the sale of fixed assets and any type of revenue not identified under other forms of revenue.

- **Government revenues at universities** refer to grants and contracts from government departments and agencies at federal, provincial and municipal level.

  The **federal portion** of income is mainly from the six major federal government agencies; that is, Social Sciences and Humanities research Council, Health Canada, Natural Sciences and Engineering Research Council, Canadian Institutes of Health Research, Canadian Foundation for Innovation (CFI), and Canadian Research Chairs. Also included are the grants and contacts from all other federal government departments and agencies.

Grants and contracts at the provincial level include (1) income from provincial government departments and agencies, including provincial CFI matching grants, and (2) provincial CFI matching income from the ministry responsible for the institution.

Income from other provinces includes grants from, and contracts with, provinces other than the province with jurisdiction.

Examples of **income from municipal government** include grants from urban transit, communication and parking authorities.

The last category is the **income from foreign nations, which** includes grants from the National Endowment for Humanities, National Institute of Health, and the National Science Foundation.

Methodology

- The data in Table B.2.12 are based on the Financial Information of Universities and Colleges Survey (FIUC), which was developed to provide financial information (income and expenditures) on all universities and degree-granting colleges in Canada. The survey is a census with a cross-sectional design, and the target population is all degree-granting institutions (universities and colleges) in Canada. Data are collected for all units of the target population, therefore no sampling is done.
- The collection process of the FIUC is made up of two separate questionnaires:
  a) Survey done in conjunction with the Canadian Association of University Business Officers (CAUBO): This questionnaire was designed and implemented by the CAUBO Finance Committee which is made up of financial administrators from six universities. They meet twice a year and any proposed changes to the questionnaire and guidelines are discussed and implemented by the Committee.
  b) Non-CAUBO questionnaire: This questionnaire is a carbon copy of the CAUBO questionnaire. Any change / modification to the CAUBO questionnaire and guidelines is applied to the non-CAUBO questionnaire.
- Ontario CAUBO universities report to its own collection authorities (Council of Finance Officers — Universities of Ontario (COFO)). This information is sent to Statistics Canada (STC) as a one large flat file. A mapping and integration process is then done to convert the COFO data into the CAUBO format database.
- The year 1999/2000 was selected in Table B.2.12 for comparison. The reason is that in 1999/2000, there was a break in the series as major changes were made to the CAUBO questionnaire and guidelines, thus affecting the historical comparability of the data. The years 1999/2000 and 2004/2005 are comparable as they are both on the same guideline definitions.
- University-colleges (Table B.2.12) are part of the universe coming from the "Financial information of Universities and Colleges" survey made by CAUBO and as such are considered universities.
- Each university and college returns its questionnaire with accompanying audited financial statements, thus ensuring data accuracy. Nevertheless, each year a data comparability review is done (percentage increases for major cells) for each university and college and any major discrepancies are investigated with the respondent resulting in changes, if any.

Limitations

- Non-CAUBO data are amalgamated with the CAUBO data at the provincial level. Data for non-CAUBO institutions are not released publicly at the institution level. They can only be released at the provincial level.

Data source

- Financial Information of Universities and Colleges Survey, Statistics Canada.

Public and private expenditure on education

University expenditures

Tables B.2.13 and B.2.14

This seventh and final indicator subset in Indicator B2 includes university expenditures by source category for Canada and the provinces from 1999/2000 to 2004/2005. The indicator is presented with amounts in 2001 constant dollars (Table B.2.13) and percentage distributions (Table B.2.14).

Concepts and definitions

- **Capital expenditure** refers to the expenditure used to purchase assets intended to last longer than one year. It is also provides a measure of the value of capital acquired during the year in question, including debt servicing. These expenditures include spending for the construction, renovation or major repair of buildings and to replace or purchase new equipment.
- **Operating expenditure** refers to the expenditures that an institution purchases and consumes within a year and that the institution purchases on an ongoing basis. Examples of operating expenditures include costs directly attributable to instruction such as salaries, instructional aids, administrative support, teacher development, and costs for other educators such as counsellors. In this report, operating expenditures are categorized further into:

  Compensation of staff (educators and other staff) includes gross salaries (before deduction of taxes, contributions for retirement or health care plans, and other contributions or premiums for social insurance or other purposes), plus expenditure on retirement (actual or imputed expenditure by employers or third parties to finance retirement benefits for current educational personnel) and other non-salary compensation (fringe benefits).

  Statistics on compensation of university staff are categorized as follows: academic salaries paid to full- and part-time staff members engaged in instruction and research activities; other salaries and wages paid to other full- and part-time staff; and benefits such as pensions, group life insurance, medical and dental plans and other employee benefit plans.

Other operating expenditures: Covers all non-salary related items such as spending on tuition fees and books, spending attributable to research and development, utilities, school services under contract, building operations and maintenance staff and so on. Other non-salary costs include those related to the maintenance of buildings as well as supplementary costs such as lunch programs and transportation.

Methodology

- Operating expenditure in Tables B.2.13 and B.2.14 includes the following funds: general operating; special purpose and trust; sponsored research; and ancillary enterprises.
- Other salaries and wages (Tables B.2.13 and B.2.14) include payments to all full- and part-time non-instructional (support) staff including among others, technicians, teaching and research laboratory technicians, clerical and secretarial, professional and managerial, janitorial, trades and maintenance. Includes payments to individuals who may hold an academic rank, or equivalent thereto, but are engaged in activities other than instruction and research.
- Benefits (Tables B.2.13 and B.2.14) refers to the costs of institutions' contributions (with respect to salaries) for pensions (including payments for actuarial deficiencies and past service liability), group life insurance, salary continuance insurance, dental plans, Workers' Compensation, health taxes, tuition remission, Employment Insurance, and other costs of employee benefit programs.

Interjurisdictional comparability

- Inter-regional comparisons must recognize differences such as various sources of funding, fiscal year-ending dates varying from March 31st to June 30th, and variations in provincial policies and provincial funding responsibilities.

Limitations

- While considerable effort is made to ensure that universities and colleges are preparing information in accordance with the prescribed Guidelines to ensure comparability of the information at the aggregate level and ensure consistency and comparability over time in institutional reporting, major differences in operations and/or funding/accounting policies and/or differences in institutional interpretation/implementation of the Guidelines affect the comparability of the information over time and with other institutions.

Data source

- Survey of Financial Information of Universities and Colleges, Statistics Canada.

Student debt

B3

Tables B.3.1 and B.3.2

Indicator B3 provides data on student debt from government-run student loan programs, for the classes of 1995 and 2000. Using data from the National Graduates Survey (NGS) and the Follow-up of Graduates Survey (FOG), the tables look at the percentage of students who borrowed and their average debt at graduation (Table B.3.1), as well as the incidence and repayment of government student loans among 2000 graduates who did not pursue further postsecondary education (Table B.3.2) in Canada and the provinces.

Concepts and definitions

- In the National Graduates Survey (NGS), **graduates** include those who graduated from: university programs leading to bachelors, masters or doctorate degrees or specialized certificates or diplomas; other postsecondary programs such as programs of a one-year duration or longer that normally require secondary school completion or its equivalent for admission in colleges of applied arts and technology, CEGEPs, community colleges, technical schools and similar institutions; and skilled trades programs, which are usually three months or more in duration. This indicator, however, covers only those from university with a bachelor's, master's, or doctorate degree or those from college.

  The NGS is conducted two years after graduation, while the Follow-up of Graduates Survey (FOG) is conducted five years after.

- **Government student loan programs** include all federal and provincial student lending resources; that is, programs under which provincial and federal governments provide loans to Canadians enrolled in full- or part-time postsecondary education, based on eligibility and need.

- The data in Table B.3.2 include only 2000 graduates who did not pursue **any further postsecondary education program; i.e.,** a program leading to a diploma, certificate or degree above the high school level that would take three or more months to complete when attending full-time.

Methodology

- Survey information collected from graduates on student loans includes the amounts owed to both federal and provincial student loan programs as well as the amount owed to other sources. Results presented refer to borrowing from government student loan programs only. Borrowing from private sources is not included.

  In Table B.3.1, the comparisons of average debt at graduation for both 1995 and 2000 graduates are expressed in 2000 dollars; this means that the amount of debt at graduation for 1995 graduates is converted to 2000 dollars using the Consumer Price Index.

- For PCEIP 2007, the data in Table B.3.1 capture all 1995 and 2000 graduates who borrowed from government student loan programs and who reported data two years after graduation. In PCEIP 2005, however, only those who did not pursue any further education after graduation were included because repayment data appeared in the same table. Graduates who had returned to school would not be required to make payments on their loans while studying.

  In PCEIP 2007 Table B.3.1, the calculation of the average debt at graduation for those who borrowed from government student loan programs includes graduates who had paid off government student loans completely at graduation, for both 1995 and 2000 graduates. In PCEIP 2005, graduates from the class of 1995 who had paid off their loans were included, but graduates from the class of 2000 who had paid off their loans were excluded.

- In PCEIP 2007 Table B.3.2, the incidence and repayment of government student loans among 2000 graduates are reported for those who incurred government student loans and who reported data at both collection points (two and five years after graduation).

  Only graduates who still owed at graduation, two years after, and five years after graduation, are reflected in the average debt numbers. Hence, Table B.3.2 excludes those who have already paid off their debts by calculating the average debt of only the population still owing at each time period.

Interjurisdictional comparability

- Provincial data refer to the province of study, which may differ from the province of residence two years after graduation. The Canada totals include data for the territories. Separate estimates for the territories were suppressed because of high sampling errors.

Limitations

- The following are not included among the 2000 graduates in the NGS (two years after graduation): graduates from other postsecondary programs such as programs of a one-year duration or longer that normally require secondary school completion or its equivalent for admission in colleges of applied arts and technology, CEGEPs, community colleges, technical schools and similar institutions; and skilled trades programs, which normally are three months or more in duration.

- For the 2000 graduates in FOG (five years after graduation), it was determined that due to conceptual and sample requirement issues, it would be beneficial for the aims of the project as a whole to not follow-up with the trade/vocational graduates who responded to the NGS. Therefore, the FOG 2000 sample comprises all NGS 2000 respondents whose reported variable indicated that they earned a college diploma or certificate, a bachelor's degree, a master's degree or a doctorate in 2000

Data sources

- National Graduates Survey, Follow-up of Graduates Survey, 1995 and 2000 graduates, Statistics Canada.

Chapter C

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Early years and school readiness

Tables C.1.1 and C.1.2

Indicator C1 assesses the early years and school readiness of 4- and 5-year-old children by examining their health status (including any health limitations), participation in activities, exposure to reading and reading materials (Table C.1.1), and language scores/vocabulary skills (Table C.1.2).

C1

Concepts and definitions

- The child's **general health** was classified as excellent, very good, good, fair, or poor; the categories were read to the adult respondents who answered on behalf of their children in the 2004/2005 National Longitudinal Survey of Children and Youth (NLSCY).
- Before being asked about any **health limitations** that affected the child's daily activities, the adult respondents were told that a "difficulty, condition or health problem is one that has lasted or is expected to last six months or more." This indicator considered the following: long-term bronchitis, long-term allergies, asthma, pain/discomfort, difficulty walking, difficulty being understood when speaking, difficulty hearing, and difficulty seeing.
- The percentage of children with **asthma** reflects those aged 4 or 5 who had received a diagnosis of asthma from a health care professional at some point, not just those who had had an asthma attack in the 12 months before the survey. **Pain or discomfort** reflects the "no" responses to a question asking if the child is "usually free of pain or discomfort?".
- **Regularly scheduled activities outside of school hours** refers to weekly participation in: sports that involved a coach or instructor; dance, gymnastics or martial arts; music, art or other non-sport activities; and clubs, groups or community programs.
- **Exposure to books** reflects some of the information obtained from questions about literacy, including how often a parent read aloud to the child or listened to the child read (or try to read). Respondents were also asked how often the child looked at books, magazines, comics, etc. on his/her own, or tried to read on his/her own.

- The **Peabody Picture Vocabulary Test-Revised (PPVT-R)** measures children's receptive vocabulary, which is the vocabulary that is understood by the child when he or she hears the words spoken. It is a normed test; that is, a child's performance is scored relative to that of an overall population of children at the same age level as the child. A wide range of scores represents an average level of ability, taking the age of the child into consideration. Scores below the lower threshold of this average range reflect a delayed receptive vocabulary, and scores above the higher threshold demonstrate an advanced receptive vocabulary.

Methodology

- This indicator is based on nationally representative data for 4- and 5-year-olds from cycle 6 of the NLSCY, conducted in 2004/2005. Data collection covered the reference period between September 27, 2004 and June 24, 2005. All samples were drawn from the Labour Force Survey's sample of respondent households.
- The information presented was obtained from the NLSCY child component; specifically, the questions on child health, activities (sports, lessons, clubs, etc.) and literacy. Responses were provided by the person most knowledgeable (PMK) about the child, which is usually the mother.
- The PPVT-R is scaled to an average of 100. The range of average receptive vocabulary measured by the PPVT-R covers scores from 85 to 115. A score below 85 is considered to indicate delayed receptive vocabulary; a score above 115, advanced. Scoring is adjusted to reflect the different abilities of 4- and 5-year-olds. English and French scores are normed separately and are not directly comparable.

Limitations

- The NLSCY relies on the perceptions of the adult most familiar with the child to report on the child's general health and development, and such reports may not always be entirely objective or accurate.
- Some possible sources of non-sampling errors in the NLSCY are: response errors due to sensitive questions, poor memory, translated questionnaires, approximate answers, and conditioning bias; non-response errors; and coverage errors.

Data source

- National Longitudinal Survey of Children and Youth, cycle 6, 2004/2005, Statistics Canada.

Elementary-secondary school: enrolments and educators

Tables C.2.1 through C.2.7

Information on enrolment in public schools at the elementary-secondary level (Table C.2.1), as well as on the number of educators (Table C.2.2), is captured in Indicator **C2** . A student–educator ratio, which measures the total human resources available to students, is also presented (Table C.2.3), along with some characteristics of the educator workforce (Tables C2.4 through C.2.7).

C2

Concepts and definitions

- **Public schools** are those established and operated by local school authorities pursuant to the public schools legislation of the province or territory. Also included in this category are Protestant and Roman Catholic separate schools and schools operated in Canada by National Defence within the framework of the public school systems.
- All data in this indicator are for public **elementary and secondary schools** only and do not include private schools, federal schools and schools for the visually and hearing impaired. Schools are classified as elementary if they provide Grade 6 and under or a majority of elementary grades, and secondary if they offer Grade 7 and over or a majority of secondary grades. **Federal schools** include schools administered directly by the federal government, overseas schools operated by the Department of National Defence for dependants of Canadian Forces personnel, and schools operated by Indian and Northern Affairs Canada or by band councils.
- **Full-time equivalent (FTE) enrolments** represent full-time elementary-secondary enrolments on September 30th (or as close as possible thereafter) of the school year, plus the sum of part-time enrolments according to their percentage of a full-time enrolment allocation (determined by the province or territory) (Table C.2.1).
- **Educators** includes all employees in the public school system (either school-based or school district-based) who are required to have teaching certification as a condition of their employment. This definition generally includes teaching staff, principals, vice-principals and professional non-teaching staff such as pedagogical consultants, guidance counsellors and special education teachers. It includes all educators in regular public schools, provincial reformatory or custodial schools, and of other students recognized and funded by a province or territory (correspondence or distance programs, private schools or independent schools financed by federal departments such as the Department of National Defence

and the Department of Indian and Northern Affairs are excluded). Substitute/ Supply teachers, temporary replacement teachers, teachers on leave, student assistants and teaching assistants are excluded. All teachers in regular programs for youth, adult upgrading programs and vocational programs for youth and adults are considered in this definition.

- **Full-time equivalent (FTE) educators** means the number of full-time educators on September 30th (or as close as possible thereafter) of the school year, plus the sum of part-time educators according to their percentage of a full-time employment allocation (determined by the province or territory) (Table C.2.2). For example, if a normal full-time work allocation is 10 months per year, an educator who works for 6 months of the year would be counted as 6/10 (0.6) of a full-time equivalent, or an employee who works part-time for 10 months at 60% of full-time would be 0.6 of an FTE. **Full-time educators (headcount)** (Table C.2.4) refers to the number of educators on September 30th (or as close as possible thereafter) of the school year who are responsible for providing services to the headcount enrolment students.
- The **labour force** comprises the portion of the civilian, non-institutional population 15 years of age and over who form the pool of available workers in Canada. To be considered a member of the labour force, an individual must be working either full- or part-time or be unemployed but actively looking for work. The age distribution of the full-time employed labour force is presented in Table C.2.5.

Methodology

- The Elementary-Secondary Education Statistics Project (ESESP) is a national survey that enables Statistics Canada to provide information on enrolments (including minority and second language programs), graduates, educators and finance of Canadian elementary-secondary public educational institutions. Annually, the department or ministry of education in each jurisdiction sends data pertaining to enrolments, graduates, educators and finance of the public elementary-secondary schools under their jurisdictions to Statistics Canada. ESESP is a census of all provinces and territories. The frame used is the list of all provinces and territories. It is an annual survey; the reference period is September (or as close as possible thereafter) of the school year.

  ESESP was first introduced in 2003, and it has replaced the following surveys: Elementary-Secondary School Enrolment Survey; Minority and Second Language Education; Secondary School Graduates Survey; and the Elementary-Secondary Education Staff Survey.
- The full-time equivalent (FTE) enrolment rate represents the time fraction spent in the classroom and for which students are funded. If this fraction is not known, an estimate should be used. For example, for junior kindergarten and kindergarten students taking a half-time program and where a half-time program is being funded, the FTE enrolment would be the headcount enrolment divided by two (0.5). If a student is only taking one-quarter of the usual course load and is funded on that basis, the FTE enrolment would be the headcount enrolment divided by 4, which is 0.25.
- The student–educator ratio (Table C.2.3) is calculated using full-time equivalent enrolment in Grades 1 to 12 (OAC in Ontario) and ungraded programs, plus pre-elementary full-time equivalent enrolment, divided by the full-time equivalent number of educators, both teaching and non-teaching.

- The Labour Force Survey data used to compare the age distribution of the overall full-time employed labour force with that of the full-time educator workforce is based on a monthly average from September to August (Table C.2.5).

Interjurisdictional comparability

- Until 2000/2001 in New Brunswick, Quebec and Manitoba, full-time equivalent enrolments (Table C.2.1) include those in adult programs and professional training under the authority of the school boards or districts. Certain jurisdictions include all students whether or not they are funded, while others include only funded students.
- In Ontario, data for full-time equivalent enrolments (Table C.2.1) and full-time equivalent educators (Table C.2.2) exclude publicly funded hospital and provincial schools, care, treatment and correctional facilities.
- Nunavut was created on April 1, 1999. Prior to that date, full-time equivalent enrolment/educator data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000. As a result, the overall percentage change is calculated for the period 1999/2000 to 2004/2005 for the Northwest Territories and Nunavut. For all other jurisdictions, the overall percentage change is calculated for the 1997/1998-to-2004/2005 period.
- Data on the number/distribution of full-time educators by sex and age group are not available for Canada due to a lack of data from Prince Edward Island, Nova Scotia, Manitoba, and Yukon, Northwest Territories and Nunavut. Prince Edward Island, Nova Scotia, Manitoba and Yukon report combined full-time and part-time educator data only. Northwest Territories and Nunavut do not report headcount data on full-time, part-time educators or combined, only data on full-time equivalent educators. Data for females, all ages, includes a small number of cases for which age is not reported. Percentage distributions are based on educators for whom age is reported.
- The following points apply to data for Saskatchewan: (1) Educators in provincially funded schools (including "associated independent" and "historic" high schools) are included, but those in "independent" "First Nations" schools and postsecondary sites are excluded. (2) The counts vary year by year partly because the number of "associated independent" schools that receive provincial funding through agreements with school boards has changed over time. (3) Educators in Lloydminster serve students who live in Alberta and in Saskatchewan, but all of these educators are included in Saskatchewan's counts only (Tables C.2.2 and C.2.4). (4) Headcounts and FTEs include: classroom teachers, school administrators at the school level (but not at the higher level management) and pedagogical support.

Limitations

- The student–educator ratio should not be taken as a measure of classroom size. Average classroom size depends not only on the number of teachers and students, but also on the hours of instructional time per week, the per-teacher hours worked, and the division of time between classroom instruction and other activities. The number of educators in this indicator includes both teaching and non-teaching educators (such as school principals, librarians, guidance counsellors, etc.).

- Lack of Canada-level data for full-time educator headcounts, sex and age breakdowns and part-time educator headcounts is due to a lack of data from a few jurisdictions.

Data sources

- Elementary-Secondary Education Statistics Project, 1997/1998 to 2004/2005, Statistics Canada.
- Labour Force Survey, 2004/2005, Statistics Canada.

Secondary school graduation

Table C.3.1

Indicator C3 provides information on trends in high school graduation rates. Overall rates, along with comparisons of graduation rates at typical and after-typical ages of graduation, are presented for the 1997/1998 and 2002/2003 academic years (Table C.3.1). High school graduation rates have historically been used as a basic indicator of educational outcomes.

C3

Concepts and definitions

- For this indicator, **graduates** are students who obtain a secondary school graduation certificate. This definition does not include those who complete high school outside the regular secondary school systems. Data on graduations from some secondary programs are not uniformly available across jurisdictions, and high school equivalency (General Educational Development or GED), adult basic upgrading and education, and education from adult day school, which take place outside regular secondary school programs are, in most instances, not included.
- **Typical age at graduation** is the age at which an individual completes high school if he/she starts at the prescribed age and experiences no repetition or interruption in schooling. The typical age of graduation is 18 for all jurisdictions except Quebec, where it is 17.
- **High school graduate** refers to completion of grade 12 in all jurisdictions except Quebec (Secondary V). High school graduate statistics are presented for the 1997/1998 and 2002/2003 academic years. In Quebec, graduates from adult and trade/vocational programs are included.

Methodology

- Data are from the Secondary School Graduates Survey (SSGS), which was discontinued after the 2002/2003 reference year. The SSGS was an administrative survey that collected aggregate counts from provincial/territorial departments/ministries of education who originally collected the data for their own purposes. Each October, the provinces and territories were asked to send graduate data by age and sex. The reference period was the academic year (September to June), including "late graduates" from the fall. Response was mandatory.
- Graduation rates are based on administrative data and are calculated by Statistics Canada based on data reported by ministries/departments of education/training, together with population estimates produced by the Demography Division at

Statistics Canada. The data reported are guided by the following standards, and the rates for individual jurisdictions are considered comparable.

> Overall graduation rate = (sum of graduates of all ages) / (sum of the population at the typical age of graduation).
>
> Typical-age graduation rate = (sum of graduates whose age is equal to or less than the typical age of graduation) / (sum of the population at the typical age of graduation).
>
> After-typical-age graduation rate = (sum of graduates whose age is greater than the typical age of graduation) / (sum of the population at the typical age of graduation).

It should be noted that the administrative data pertain to graduations from the regular school system only, and not the "second chance" programs. Hence, these rates are only a measure of after-typical-age graduations in the regular school system and reveal nothing about the level or trend in after-age-graduations in the "second chance" system.

Interjurisdictional comparability

- Both in-migration and out-migration may also affect graduation rates. As well, given that some jurisdictions use a different methodology than PCEIP, the provincial secondary school graduation rate figures presented in the 2007 PCEIP Report may differ somewhat from those reported by the jurisdictions themselves.
- Data on high school graduation rates for 2002/2003 are available for all provinces and territories except Ontario. Graduates in Ontario generally represent about 37% of all graduates in Canada. Because of the elimination of Grade 13 (OAC), two cohorts graduated in 2002/2003. These cohorts are not reflected in the Canadian average.
- All rates for Canada exclude Ontario, as well as Quebec, where secondary graduations include graduates from adult and trade/vocational programs.

Limitations

- When the SSGS was discontinued after the 2002/2003 reference year, the Elementary-Secondary Education Statistics Project (ESESP) took over data collection for high school graduation counts. However, data for subsequent reference years were not available for the 2007 PCEIP series of indicators because, at the time of the development of indicators, the jurisdictions had yet to agree upon the methodology for providing these counts. An agreement was reached in June 2007, enabling an update in the 2009 PCEIP Report.
- Administrative data tend to underestimate the true graduation rate because people who complete high school outside the regular secondary school systems are not included. Data on graduations from some secondary programs are not uniformly available across jurisdictions, and high school equivalency (General Educational Development or GED), adult basic upgrading and education, and graduation from adult day school, which all take place outside regular secondary school programs are, in most instances, not included. Administrative data refer only to those enrolled in the school system of the particular jurisdiction.

- The graduation counts are based on all "youth" graduates from regular programs. The exact definition of a "graduate" is not easily determined. This is partly attributable to a number of special equivalency programs offered by the provincial and territorial departments or ministries of education and the fact that there is no clear distinction between "youth" and "adult" graduates. Furthermore, school graduations are not always compiled by provincial/territorial departments/ ministries of education; in some cases, data are not available.
- From 1997/1998 to 1999/2000 in Newfoundland and Labrador, high school graduation was based on school results only; there were no provincial examinations.

Data source

- Secondary School Graduates Survey, 1997/1998 and 2002/2003, Statistics Canada.

Student achievement

Programme for International Student Assessment (PISA)

Tables C.4.1 through C.4.5

C4

Indicator C4 reports on student achievement in four key areas—reading, writing, mathematics, and science—and looks at changes in results over time. Performance was examined using results from two assessment programs: The Programme for International Student Assessment (PISA), an international program of the member countries of the Organisation for Economic Co-operation and Development (OECD), and the School Achievement Indicators Program (SAIP), an initiative of the provinces and territories conducted through the Council of Ministers of Education, Canada (CMEC).

This sub-indicator presents detailed information on the performance of 15-year-old students in Canada on the major PISA domains of mathematics (Table C.4.1) and reading (Table C.4.2) by looking at average scores and the distribution of students by proficiency levels. It also compares performance in mathematics (Table C.4.3), reading (Table C.4.4) and science (Table C.4.5) between 2000 and 2003.

Concepts and definitions

- The **Programme for International Student Assessment (PISA)** is a collaborative effort among OECD member countries to regularly assess youth outcomes, using common international tests, for three domains: **mathematical literacy, reading literacy,** and **scientific literacy.** In addition, PISA 2003 measured problem-solving skills (which are not reported on in PCEIP 2007), as a one-time domain. PISA defines reading, mathematics, and science not only in terms of mastery of the school curriculum, but also in terms of the knowledge and skills needed for full participation in society. PISA uses the term "literacy" to reflect the practical, or applied, aspects of learning.

  Mathematical literacy (also referred to as "mathematics"): An individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgments and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen.

Reading literacy (also referred to as "reading"): An individual's capacity to understand, use and reflect on written texts, in order to achieve one's goals, to develop one's knowledge and potential and to participate in society.

Scientific literacy (also referred to as "science"): An individual's capacity to use scientific knowledge, to identify questions and to draw evidence-based conclusions in order to understand and help make decisions about the natural world and the changes made to it through human activity.

- Information on two of the four **mathematics sub-domains** is presented for this indicator:

  Shape and space relates to spatial and geometric phenomena and relationships, drawing on the discipline of geometry. It requires looking for similarities and differences when analyzing the components of shapes, recognizing shapes in different representations and different dimensions, as well as understanding the properties of objects and their relative positions.

  Change and relationships involves mathematical manifestations of change as well as functional relationships and dependency among variables. It relates most closely to algebra. Mathematical relationships often take the shape of equations or inequalities, but relationships of a more general nature (e.g., equivalence, divisibility, inclusion) are also relevant. Relationships are given a variety of different representations, including symbolic, algebraic, graphical, tabular, and geometrical representations. Since different representations may serve different purposes and have different properties, translation between representations is often of key importance in dealing with situations and tasks.

Methodology

- PISA's target population comprises students who are 15 years of age and attending school in one of Canada's 10 provinces; the territories have not participated in PISA to date. The 2003 PISA assessment was administered in schools, during regular school hours, in April and May 2003. The 2000 assessment was administered in April and May of that year. Students of schools located on Indian reserves were excluded, as were students of schools for those with severe learning disabilities, schools for blind and deaf students, and students who were being home-schooled.
- While all three of the PISA domains are tested in each assessment, only one forms the major focus (or major domain) in each cycle: reading in 2000, mathematics in 2003, and science in 2006. Results for the science assessment are not reported in PCEIP 2007 as they had not been released at the time the publication was being prepared. Information on these results can be found at www.cmec.ca.
- Results for the major domains are available in a combined domain scale (which represents students' overall performance in that domain), as well as on the sub-domains that make up each overall scale. For the PCEIP 2007 report, it was decided that the focus would be on the overall performance of students for reading 2000 and mathematics 2003 (in other words, performance on the sub-domains for these two domains are not reported). As fewer items are tested as part of the minor domains, only single measures are available.
- In PISA, student performance is expressed as a number of points on a scale constructed so that the average score for the major domains for students in all participating countries was 500 and its standard deviation was 100. This means that about two-thirds of the students scored between 400 and 600. The OECD

average for the combined mathematics score was established using weighted data so that each OECD country contributed equally. As the anchoring of the scale was done for the combination of the four mathematics sub-domain scales, the average mean and standard deviation for the sub-domain scores differ from 500 and 100 score points.

- In PISA 2000, five levels were used in reporting **reading achievement**, to identify the most difficult test items a student could answer; therefore, a student at one level could be assumed to have the ability to answer questions at all lower levels. To help in interpretation, these levels were linked to specific score ranges on the original scale. The five levels are: Level 1 (score 335 to 407); Level 2 (408 to 480); Level 3 (481 to 552); Level 4 (553 to 626); and Level 5 (above 626).

  Students performing below Level 1 (total reading score below 335) are not able to routinely show the most basic type of knowledge and skills that PISA seeks to measure. Such students have serious difficulties in using reading literacy as a tool to advance their knowledge and skills in other areas. Placement at this level does not mean that these students have no literacy skills. Most of these students are able to correctly complete some of the PISA items. Their pattern of responses to the assessment is such that they would be expected to solve less than half of the tasks from a test composed of only Level 1 items.

- Six levels were used to assess **proficiency in mathematics**: Level 1 (score 359 to 420); Level 2 (421 to 482); Level 3 (483 to 544); Level 4 (545 to 606); Level 5 (607 to 668); and Level 6 (above 668).

  Students performing below Level 1 (mathematics score below 359) are not able to routinely show the most basic type of knowledge and skills that PISA seeks to measure. Such students have serious difficulties in using mathematical literacy as a tool to advance their knowledge and skills in other areas. Placement at this level does not mean that these students have no mathematics skills. Most of these students are able to correctly complete some of the PISA items. Their pattern of responses to the assessment is such that they would be expected to solve less than half of the tasks from a test composed of only Level 1 items.

- The 2003 confidence interval includes a linking error associated with the uncertainty that results from making comparisons with PISA 2000. Please refer to Annex 8 of the OECD (2004), *Learning for Tomorrow's World—First results from PISA 2003*, for an explanation of the methods used to establish the link between PISA 2000 and PISA 2003.

Limitations

- Looking at the relative performance of different groups of students on the same or comparable assessments at different time periods shows whether the level of achievement is changing. Obviously, scores on an assessment alone cannot be used to evaluate a school system, because many factors combine to produce the average scores. Nonetheless, these assessments are one of the indicators of overall performance.

- The average scores in the PISA assessments were computed from the scores of random samples of students from each country and not from the population of students in each country. Consequently, it cannot be said with certainty that a sample average has the same value as a population average that would have been obtained had all 15-year-old students been assessed. Additionally, a degree of error is associated with the scores describing student skills as these scores are estimated based on student responses to test items. When comparing scores among

countries, provinces or population subgroups, the degree of error in each average should be considered in order to determine if averages are different from each other. Standard errors and confidence intervals may be used as the basis for performing these comparative statistical tests. The standard error can be used to construct a confidence interval, which provides a means of making inferences about the population means and proportions in a manner that reflects the uncertainty associated with sample estimates. A 95% confidence interval is used in this report and represents a range of plus or minus about two standard errors around the sample average.

- This indicator compares the performance of students in Canada in the PISA assessments in mathematics, reading, and science in 2003 with those in 2000 (Tables C.4.3, C.4.4 and C.4.5). Because of differences in the content areas covered by the PISA 2000 and 2003 assessments in mathematics, it is not appropriate to make this comparison in terms of the overall mathematics performance (as is done for reading and science). However, it is possible to compare change in the two sub-domains of mathematics-space and shape, and mathematics-change and relationships as these were included in both assessments.
- Since data are available for only two points in time, it is not possible to assess to what extent the observed differences are indicative of longer term trends.
- It is possible to compare results between PISA 2000 and PISA 2003 for reading, science, and the two mathematics sub-domains (shape and space, and change and relationships), but small differences should be interpreted with caution.
- Statistical significance is determined by mathematical formulas and considers issues such as sampling. Whether a difference in results has implications for education is a matter of interpretation; for example, a statistically significant difference may be quite small and have little effect. There are also situations where a difference that is perceived to have educational significance may not in fact have statistical significance.

  For more information about PISA concepts, definitions and methodology, consult the PISA section of the CMEC Web site, www.cmec.ca/pisa ,or the PISA Canada Web site, www.pisa.gc.ca.

Data source

- Programme for International Student Assessment, 2000 and 2003, Organisation for Economic Co-operation and Development/Statistics Canada.

Student achievement

School Achievement Indicators Program (SAIP)

Tables C.4.6 and C.4.7; text tables C.4.a and C.4.b

Indicator C4 reports on student achievement in four key areas—reading, writing, mathematics, and science—and looks at changes in results over time. Performance was examined using results from two assessment programs: The Programme for International Student Assessment (PISA), an international program of the member countries of the Organisation for Economic Co-operation and Development (OECD), and the School Achievement Indicators Program (SAIP), an initiative of the provinces and territories conducted through the Council of Ministers of Education, Canada (CMEC).

This sub-indicator, based on data from SAIP, examines reading, mathematical and scientific literacy (Tables C.4.6 and C.4.7; also see text tables C.4.a and C.4.b).

Concepts and definitions

- On a pan-Canadian basis, student achievement has been reported through the **School Achievement Indicators Program (SAIP)**. The provinces and territories, through CMEC, developed SAIP to assess the performance of samples of 13- and 16-year-old students across Canada in the key subject areas of mathematics, reading, writing, and science. Three cycles of SAIP have been conducted. The SAIP assessment schedule has been as follows:

Mathematics	Reading and Writing	Science
1993	1994	1996 (written and practical)
1997	1998	1999 (written and practical)
2001	2002 (writing)	2004 (written)

The SAIP science assessment of 2004 was the last SAIP administered. Starting in 2007, the new Pan-Canadian Assessment Program (PCAP) is being introduced.

- The SAIP **mathematics assessment** had two domains: a content component and a problem-solving component. The content component was designed to test for knowledge of mathematics concepts in the areas of numbers and operations, data management and statistics, algebra and functions, and measurement and geometry; whereas the second component allowed for the demonstration of mathematics problem-solving skills.
- The SAIP writing assessment in 2002 was the third in a series of writing assessments. However, the results of this assessment cannot be compared with those from earlier assessments. In this assessment, students were given a specific real-life environmental dilemma and asked to write to generate public awareness about this dilemma. This was intended as a cross-curricular theme linking environmental, scientific, social and political information and issues relevant to both classrooms and local communities. The task design also included a brief reading response to stimulate engagement with the theme.
- The written component of the SAIP **science assessment** was designed to test students' knowledge of science concepts (physical sciences/chemistry, life science/biology, physical sciences/physics, and earth and space sciences), the nature of science, and the relationship of science to technology and societal issues. Questions also dealt with conceptual knowledge and understanding, procedural knowledge and skills, and the ability to use science to solve problems.

Methodology

- The target population for SAIP is students in the 10 provinces and 3 territories aged 13 and 16 (i.e., those students who had their 13th or 16th birthdays between September 1 and August 31 of the previous year).
- SAIP presents achievement results for Canada as a whole and for each participating province and territory. SAIP also provides results for the English and French school systems within a jurisdiction. Beginning with the 1999 science assessment, SAIP began to collect contextual information on student performance to help interpret and explain the achievement results (this background information is not reported on in PCEIP 2007).
- In all SAIP assessments, achievement results are described over five levels, representing a continuum of knowledge and skills acquired by students over the entire elementary and secondary school experience. Criteria for Level 1 were representative of knowledge and skills typically acquired during early elementary education, while Level 5 criteria were typical of those acquired by the most capable students taking specialized courses near the end of their secondary education. More detailed descriptions of the SAIP performance levels in relation to the subject of the assessment can be found in the SAIP reports, as well as the Handbook for Schools, which may be found on the CMEC Web site at www.cmec.ca.
- The questions in SAIP assessments are designed with the expectation that most 13-year-olds would achieve level 2 or higher, while most 16-year-olds would achieve level 3 or higher.
- In each assessment, both age groups write components of the same test. Thus direct comparisons between 13- and 16-year-olds can be made.

- For all SAIP assessments, development teams composed of representatives from provinces and territories have worked with CMEC staff to consult with all jurisdictions to establish a common framework and set of criteria for each subject area studied. These frameworks are intended to reflect the commonly accepted knowledge and skills students should acquire during their elementary and secondary education in Canada.
- A statistic called the "standard error" is used to express the degree of uncertainty in the scores for the sample compared with the population. Using the standard error, a confidence interval (CI) can be constructed. The CI is a range of scores within which it can be said, with a known probability (such as 95%), that the score for the full population is likely to fall. The 95% confidence interval used in this report represents a range of plus or minus about two standard errors around the average.

Limitations

- Looking at the relative performance of different groups of students on the same or comparable assessments at different time periods shows whether the level of achievement is changing. Obviously, scores on an assessment alone cannot be used to evaluate a school system, because many factors combine to produce the average scores. Nonetheless, these assessments are one of the indicators of overall performance.
- The SAIP assessments were not designed to measure achievement at the school or individual student levels.
- Statistical significance is determined by mathematical formulas and considers issues such as sampling. Whether a difference in results has implications for education is a matter of interpretation; for example, a statistically significant difference may be quite small and have little effect. There are also situations where a difference that is perceived to have educational significance may not in fact have statistical significance.
- Although mathematics has been assessed since 1993 in SAIP, only those assessments conducted in 1997 and 2001 are comparable because of significant changes that were made in the scoring methods and assessment design after the 1993 assessment.
- For the writing assessment, caution is advised when comparing achievement results based on assessment instruments prepared in different languages, despite the extensive efforts to ensure equivalence for the sake of equity and fairness for all students. Every language has unique features that are not readily equivalent and render comparisons between languages inherently difficult. On specific jurisdictional results, comparisons are made to the Canadian results by language. That is, the results for English jurisdictions are compared with the Canadian English results, and the French ones to the Canadian French average.
- Because SAIP assessments in all subject areas were generally designed to retain sufficient elements from one administration to the next, they allowed for comparisons of student achievement over time within each subject area. However, an important factor to consider when comparing assessments over time is the impact of changes in curriculum and in teaching practice over time. Generally, SAIP assessments in all subject areas are designed to retain sufficient elements from one administration to the next to allow longitudinal comparisons of student achievement while making certain modifications to reflect changes in educational policies and practices.

- The performance of students in Canada (and within each jurisdiction) was compared by looking at the proportion of students meeting or exceeding each level of performance in each jurisdiction and at the cumulative distributions of these proportions. Since the available scores were based on samples of students from each jurisdiction, it cannot be said with certainty that these scores are the same as those that would have been obtained had all 13- and 16-year-old students been tested.
- For more information about SAIP concepts, definitions and methodology, consult the PCAP (SAIP) http://www.cmec.ca/pcap/indexe.stm.

Data source

- Student Achievement Indicators Program (SAIP), 1996, 1997, 1999, 2001, 2002 and 2004, Council of Ministers of Education Canada:

  Writing, SAIP 2002;
  Mathematics, SAIP 1997 and 2001;
  Science, SAIP 1996, 1999 and 2004.

Information and communications technologies (ICT)

Tables C.5.1 through C.5.5

Indicator C5 presents data on computer use among students—at school and at home. Availability of computers and the Internet (Tables C.5.1 and C.5.2), frequency of use (Tables C.5.3 and C.5.5), and computers as learning aids (Table C.5.4) are explored.

C5

Concepts and definitions

- Information on **computer accessibility and use** is available through the Program for International Student Assessment (PISA), which evaluates the performance and achievements of 15-year-old students.
- The **average number of student per computer**, or the **student–computer ratio**, is often used as a proxy to indicate the technology available to students. It refers to the total number of students enrolled in a school divided by the total number of computers in the school. This indicator uses data from PISA, which reports this ratio for schools in which 15-year-olds are enrolled.
- **Computer use at home/school** was categorized as: frequent—use computer most every day or a few times each week; infrequent—use computer between once a week and once a month or less than once a month; and never—computer never used.
- The **Organisation for Economic Co-operation and Development (OECD)** is a multidisciplinary international body made up of 30 member countries that offers a structure/forum for governments to consult and co-operate with each other to develop and refine economic and social policy. This indicator presents data from the Russian Federation and the following OECD countries: Australia, Belgium, Canada, Finland, France, Germany, Italy, Japan, Mexico, Sweden, Switzerland, the United Kingdom, and the United States. These countries are also OECD members: Austria, the Czech Republic, Denmark, Greece, Hungary, Iceland, Ireland, Korea, Luxembourg, the Netherlands, New Zealand, Norway, The Slovak Republic, Poland, Portugal, Spain, and Turkey.

Methodology

- The target population for PISA 2003 comprised 15-year-olds who were attending schools in one of Canada's 10 provinces; the territories have not participated in PISA to date. Students of schools located on Indian reserves were excluded, as were students of schools for those with severe learning disabilities, schools for blind and deaf students, and students who were being home-schooled. Forty-one countries participated in PISA 2003.
- In most countries, between 4,500 and 10,000 15-year-olds participated in PISA, for a total of over 250,000 students. In Canada, 30,000 students from 1,200 schools in the 10 provinces took part. This large Canadian sample was needed to produce reliable estimates for each province.
- The information for this indicator is from responses to the short PISA questionnaire that focused on information technology. The average number of students per school computer (student–computer ratio) was calculated by dividing the total number of students enrolled in the school divided by the total number of computers for the school in which 15-year-olds are enrolled.

Limitations

- Some data previously presented in Indicator C5 of PCEIP 2003 using PISA 2000 are not available from PISA 2003 as some of the questions were not repeated.

Data source

- Programme for International Student Assessment (PISA), 2003, Organisation for Economic Co-operation and Development/Statistics Canada.

Chapter D

Postsecondary education 65

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D

Postsecondary enrolment

Registered apprentices

Tables D.1.1 through D.1.3

Indicator D1 comprises three subsets on enrolment in postsecondary education. This first indicator subset presents information on the number of registered apprentices in Canada and its jurisdictions (Table D.1.1), including breakdowns by sex and major trade group (Table D.1.2), and by age group (Table D.1.3). Numbers and percentages are presented for 1994 and 2004.

Concepts and definitions

- The enrolment information for **registered apprentices** is based on data provided by provincial/territorial apprenticeship branches and includes all individuals registered in an apprenticeship program, whether or not they had been enrolled in any formal classroom training during the year. This information is collected through the **Registered Apprenticeship Information System (RAIS)**, an annual survey that gathers information on individuals who receive training and those who obtain certification within a trade where apprenticeship training is being offered; specifically, the number of registered apprentices taking in-class and on-the-job training in trades that are either Red Seal or non-Red Seal and where apprenticeship training is either compulsory or voluntary. It also compiles data on the number of provincial and interprovincial certificates granted to apprentices or tradespersons.

  The RAIS also collects information on **tradespersons**; that is, individuals who receive a trade qualifier certificate in a trade for which apprenticeship is voluntary. This means that they did not register for or complete apprenticeship training, but succeeded in obtaining certification within that trade.

- This sub-indicator presents the number of registered apprentices, by sex, for the following **major trade groups**: building construction; electrical, electronics and related; food and service; industrial and related mechanical; metal fabricating; motor vehicle and heavy equipment; and other. The "other" group consists of miscellaneous trades and occupations not classified elsewhere. Many of the trades and occupations that have been newly established since the 1990s have been added to this group; for example, child and youth worker and early childhood educator, as well as set dresser and assistant cameraperson.

- The number/percentage of registered apprentices is provided for the following seven **age groups**: under 20; 20 to 24; 25 to 29; 30 to 34; 35 to 39; 40 to 44; 45 and over; and for those whose age was not reported.

Methodology

- The Registered Apprenticeship Information System (RAIS) survey is a census; that is, data are collected for all units of the target population and no sampling is done. Response is mandatory and data are collected directly from respondents and extracted from administrative files. The information is requested in individual record format and each record represents a registered apprentice. The reference period is the calendar year; the collection period is February through September of the year after the reference year.

Interjurisdictional comparability

- Beginning in 1997, Newfoundland and Labrador expanded its definition of registered apprentices to include students in pre-apprenticeship programs in community colleges and similar institutions.

Limitations

- Provincial and territorial governments coordinate apprenticeship programs in their jurisdiction. Most of the training time for an apprentice is spent on the job working with experienced tradespersons, usually over a period of three to four years. A portion of the apprenticeship program is spent in formal classroom instruction, typically offered in a college or vocational school. When this occurs, the training institute reports apprenticeship enrolments in the in-class portion only.
- To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when the data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded. Similarly, percentage distributions, which are calculated on rounded data, may not necessarily add up to 100%.
- Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000.

Data source

- Registered Apprenticeship Information System, 1994 and 2004, Statistics Canada.

Postsecondary enrolment

Public colleges and institutes

Table D.1.4

This second subset of Indicator **D1** (enrolment in postsecondary education) provides data on full-time student enrolment at public colleges and institutes in Canada and at the provincial/territorial level (Table D.1.4). It also presents information on the percentage of female enrolment relative to the enrolment for both sexes. The data, which reflect headcounts, are reported by sex for the 2003/2004 and 2004/2005 academic years.

Concepts and definitions

- The information presented in this sub-indicator reflects **enrolment for publicly funded colleges and institutes** only. Universities are excluded. Colleges and institutes are institutions created under the authority of either a province's *Colleges Act* or equivalent, or under a *Societies Act* or equivalent, with education as a primary purpose. These institutions are created primarily to offer certificate, diploma, and transfer or continuing education and professional development programs of three years or less. They generally require high school completion for admissions.
- Public college and institute enrolment from the **Survey of Colleges and Institutes (SCI)** includes the following categories: (1) all students registered for programs that are eligible for academic credit in a diploma or certificate program or in a university transfer program, and students registered in co-op programs who are on a work assignment at the time of survey; (2) students registered for diplomas or certificates awarded by a professional body if such programs form part of the regular offerings of the institution; (3) students registered in pre-employment or pre-apprenticeship vocational programs designed to provide training for occupations in which the student has had little or no prior preparation; (4) students in registered apprenticeship programs leading to a journeyperson status in a number of designated trades that fall under that direction of a provincial department of labour (or its equivalent).

  Students registered in the following programs are excluded: (1) pre-vocational academic upgrading or basic training for skill development (BTSD) programs designed to upgrade the knowledge and skill for further training or employment; (2) language training programs consisting primarily of second language courses designed to give the student a basic understanding and working knowledge of English or French; (3) skill upgrading programs designed to instruct students in

new occupational methods and techniques; (4) Job readiness training programs designed to increase the employability of students wanting to enter or re-enter the labour force; (5) orientation programs designed to guide students into trade or vocational occupations and provide them with job search skills; (6) Special training or other programs that do not fit into one of the predefined categories.

- **Headcount** refers to the number of students registered at the reporting institution.
- **Career programs** consist of certificate and diploma programs offered at community colleges and similar institutions. A secondary school completion or equivalent is the normal prerequisite for entry into the program. The length of the programs can range from one year to several years, with the one-year programs leading to a certificate and the longer ones to a diploma.
- **University transfer programs** at community colleges and university colleges provide a student with a standing equivalent to the first or second year of a university degree program with which one can apply for admission to subsequent senior years at a degree-granting institution.

Methodology

- The Survey of Colleges and Institutes (SCI) is a provisional survey, first conducted by Statistics Canada for the 2003/2004 reference year. In this survey, aggregate enrolment and graduate data (Table D.2.5) pertaining to publicly funded colleges and institutes are collected from the ministries and departments of education in Canada, who had originally collected these data for their own purposes. SCI data were used to provide the enrolment information for the 2003/2004 and 2004/2005 academic years.
- The SCI differs from other enrolment and graduate surveys conducted by Statistics Canada, such as the Postsecondary Student Information System (PSIS) and the surveys it replaced, as enrolment and graduate data are obtained from individual student records that are maintained by public colleges and institutes.
- The Postsecondary Student Information System (PSIS) is a census with a cross-sectional design and a longitudinal follow-up. Data are collected for all units of the target population, therefore no sampling is done. The target population is Canadian public postsecondary institutions (universities, community colleges and trade and vocational training centres). Each postsecondary institution (the "collection unit") provides Statistics Canada with data pertaining to their programs and their students.
- For jurisdictions that do not hold information on enrolments from public colleges and institutes in their databases, the data required are obtained directly from the colleges or are generated from the data originally submitted to PSIS.

Interjurisdictional comparability

- Except for Quebec and Manitoba, the SCI reporting period is September 1 to August 31. Quebec data are for the fall period; in Manitoba, the reporting period is July 1 to June 30.
- Full-time headcounts cannot be split by sex at the Canada level because of the lack of data for Saskatchewan. Because the sex is not known for a small number of enrolments in Newfoundland and Labrador and Prince Edward Island, the full-time/part-time status was estimated for these provinces. Manitoba's enrolment figures may include small numbers of students in adult upgrading, English as a second language, or other special training programs.

- Following a major change in policy, 2002/2003 was the last year for Grade 13 in Ontario. One immediate consequence of this change was the "double cohort" of students entering the postsecondary system in 2003/2004. The double cohort comprised the last graduating class from the old system with the extra year and the first graduating class from the new system.

Limitations

- There is no commonly accepted definition for the registration status of full-time students, and it is defined by the reporting postsecondary institutes.
- As the Survey of Colleges and Institutes is intended to be a provisional survey gathering generic data, the variables available for further describing enrolments in colleges and institutes are very limited. These limitations are also related to the type of information held by the ministries and departments of education on their databases.

Data sources

- Survey of Colleges and Institutes, Statistics Canada.
- Postsecondary Student Information System, Statistics Canada.
- Community College Student Information System, Statistics Canada.
- Trade/Vocational Enrolment Survey, Statistics Canada.

Postsecondary enrolment

Universities

Tables D.1.5 and D.1.6

This third subset of Indicator **D1**, which portrays postsecondary enrolment, provides data for the university level. Information is presented for Canada and the provinces, by sex and registration status (full- and part-time students) (Table D.1.5). The percentage of male enrolment relative to total full-time university enrolment, at the national and provincial levels, is also examined (Table D.1.6).

Concepts and definitions

- The figures on **university enrolment** are from the Postsecondary Student Information System (PSIS), an annual survey that provides detailed information on enrolments and graduates of Canadian postsecondary institutions.
- The numbers and percentages for university enrolment reflect the **academic year**, September 1 to August 31.
- **Registration status** captures full- and part-time students, as defined by the reporting institutions.

Methodology

- The Postsecondary Student Information System (PSIS) is a census with a cross-sectional design and a longitudinal follow-up. Data are collected for all units of the target population, therefore no sampling is done. The target population is Canadian public postsecondary institutions (universities, community colleges and trade and vocational training centres). Each postsecondary institution (the "collection unit") provides Statistics Canada with data pertaining to their programs and their students.

  In 2000, PSIS began replacing several postsecondary surveys, including the University Student Information System (USIS), with a single survey offering common variables for all levels of postsecondary education. Upon full implementation, PSIS will capture annual enrolment and graduate information from all Canadian public postsecondary institutions.

Limitations

- There is no commonly accepted definition for the registration status of full-time and part-time students, and it is defined by the reporting postsecondary institutes.
- Following a major change in policy, 2002/2003 was the last year for Grade 13 in Ontario. One immediate consequence of this change was the "double cohort" of students entering the postsecondary system in 2003/2004. The **double cohort** comprised the last graduating class from the old system with the extra year and the first graduating class from the new system.
- To ensure the confidentiality of responses, a random rounding process is applied to the data (Tables D.1.5 and D.1.6). As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded. Similarly, percentage distributions, which are calculated on rounded data, may not necessarily add up to 100%.

Data source

- Postsecondary Student Information System, Statistics Canada.

Postsecondary completions and graduation rates

Registered apprenticeship completions

Tables D.2.1 and D.2.2

Overall, Indicator D2 examines trends in postsecondary completions/graduations. This sub-indicator presents information on the number of individuals completing registered apprenticeship programs in Canada and its jurisdictions (Table D.2.1), including breakdowns by sex and major trade group (Table D.2.2).

Concepts and definitions

- The information on **registered apprenticeship completions** is based on data provided by provincial/territorial apprenticeship branches and covers registered apprentices who have completed their program and received either an interprovincial or provincial certificate. This information is collected the **Registered Apprenticeship Information System (RAIS)**, an annual survey that gathers information on individuals who receive training and those who obtain certification within a trade where apprenticeship training is being offered; specifically, the number of registered apprentices taking in-class and on-the-job training in trades that are either Red Seal or non-Red Seal and where apprenticeship training is either compulsory or voluntary. It also compiles data on the number of provincial and interprovincial certificates granted to apprentices or tradespersons.

  The RAIS also collects information on **tradespersons**; that is, individuals who receive a trade qualifier certificate in a trade for which apprenticeship is voluntary. This means that they did not register for or complete apprenticeship training, but succeeded in obtaining certification within that trade. However, data on such individuals who obtain certification without completing a registered apprenticeship program are not included in Tables D.2.1 and D.2.2.

- This sub-indicator presents the number of registered apprenticeship completions, by sex, for the following **major trade groups**: building construction; electrical, electronics and related; food and service; industrial and related mechanical; metal fabricating; motor vehicle and heavy equipment; and other. The "other" group consists of miscellaneous trades and occupations not classified elsewhere. Many of the trades and occupations that have been newly established since the 1990s have been added to this group; for example, child and youth worker and early childhood educator, as well as set dresser and assistant cameraperson.

Methodology

- The Registered Apprenticeship Information System (RAIS) survey is a census; that is, data are collected for all units of the target population and no sampling is done. Response is mandatory and data are collected directly from respondents and extracted from administrative files. The information is requested in individual record format and each record represents a registered apprentice. The reference period is the calendar year; the collection period is February through September of the year after the reference year.

Interjurisdictional comparability

- Beginning in 1997, Newfoundland and Labrador expanded its definition of registered apprentices to include students in pre-apprenticeship programs in community colleges and similar institutions.

Limitations

- To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when the data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded. Similarly, percentage distributions, which are calculated on rounded data, may not necessarily add up to 100%.
- Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in the series for the Northwest Territories in 1999/2000.
- In PCEIP, graduation rates are presented by level of postsecondary education with the exception of registered apprenticeship programs. This is because the graduation rates used relate the number of graduates at a specific level of study to the total population at the typical age of graduation; however, this cannot be applied to registered apprenticeship programs as there is no expected age at graduation for this level of study.

Data source

- Registered Apprenticeship Information System, 1994 and 2004, Statistics Canada.

Postsecondary completions and graduation rates

College diplomas/certificates and university degrees

Tables D.2.3 and D.2.4

Overall, Indicator D2 examines trends in postsecondary completions/graduations. This sub-indicator presents information on the number of college diplomas/certificates and university degrees granted, at the national level, from 1976 through 2004 (Table D.2.3). It also shows graduation rates for Canada and the provinces/territories, by level of postsecondary education, from 1991 through 2004 (Table D.2.4).

Concepts and definitions

- The data source for the number of **college diplomas and certificates** granted and **graduation rates from college programs** is the Community College Student Information System (CCSIS).

  Diplomas and certificates granted by colleges cover those granted for postsecondary programs of public community colleges and similar institutes. The types of program collected by the survey consist of career and university transfer/university level programs at community colleges, CEGEPs, technical institutes and university colleges. A secondary school completion or equivalent is the normal prerequisite for entry into the postsecondary programs covered by this survey. "Général" programs at Quebec institutions, the completion of which is a prerequisite for entry into universities, are included in this classification.

- The data sources for the number of **university degrees granted** and **graduation rates** for university-level programs are the University Student Information System (USIS), for 1976 to 1999, and the Postsecondary Student Information System (PSIS), from 2000 onwards. (PSIS was previously referred to as the Enhanced Student Information System.) The data cover university degrees from public universities in Canada.

- Information on the number of university degrees granted and graduation rates are broken down according to the following **levels of study**: bachelor's and first professional degrees; master's degrees; and earned doctorate degrees. The "total" category excludes university diplomas/certificates below or above the bachelor's degree. This is different than what is shown in Table D.2.7, which shows the number of degrees, diplomas and certificates granted by universities.

Methodology

- Statistics Canada has been collecting enrolment and completions data from postsecondary institutions since the 1970s. The surveys used to collect these data were the University Student Information System (USIS), the Community College Student Information System (CCSIS) and the Trade/Vocational Enrolment Survey (TVOC). In 2000, Statistics Canada began to phase out and replace these surveys with PSIS, a single survey offering common variables for all levels of postsecondary institutions.

  PSIS is a census (as were USIS, CCSIS and TVOC) in that it extracts data from all the individual student files held for administrative purposes by postsecondary institutions.

- For college and university programs, graduation rates have been calculated by relating the number of graduates to the size of the population at a typical graduation age. The typical ages at graduation by program are: college – 21; bachelor's and first professional degrees – 22; master's degrees – 24; and earned doctorate degrees - 27.

  Graduation rates are based on jurisdiction of study and include foreign students. Canadian students who obtain a certificate/diploma from a foreign institution are excluded.

- The reference period for college diplomas and certificates is from August 1 of the previous year to July 31 of the current year.

- The reference period for university degrees is the day after the last day of the winter semester.

Interjurisdictional comparability

- College diplomas and certificates for British Columbia do not include bachelor's degrees granted by university colleges.

Limitations

- The graduation rates presented in PCEIP should not be confused with a graduation rate that shows graduates as a proportion of enrolment.

- Initial start-up problems with implementing PSIS among the institutions, along with delays at Statistics Canada in processing the college-level data collected by PSIS, has limited that data available for the 2007 PCEIP report. Hence, in Tables D.2.3 and D.2.4, no information beyond 1999 is presented.

- Data on college graduates from CCSIS should not be compared directly with more recent college completions data from the Survey of Colleges and Institutes (Table D.2.5) as there are differences in the coverage of graduations between these two surveys.

- To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded.

Data sources

- University Student Information System, Statistics Canada.
- Postsecondary Student Information System, Statistics Canada.
- Community College Information System, Statistics Canada.

Postsecondary completions and graduation rates

Recent college graduates, aggregate data

Table D.2.5

Overall, Indicator D2 examines trends in postsecondary completions/graduations. This sub-indicator provides information on the number of students who graduated from public colleges and institutes in 2003/2004 and 2004/2005, by the type of credential granted and by sex (Table D.2.5). The source of these data is the Survey of Colleges and Institutes, a provisional survey of aggregate data conducted by the Centre for Education Statistics at Statistics Canada.

Concepts and definitions

- The information presented in this sub-indicator is based on data from the Survey of Colleges and Institutes and reflects **publicly funded colleges and institutes** only. Universities are excluded. Colleges and institutes are institutions created under the authority of either a province's *Colleges Act* or equivalent, or under a *Societies Act* or equivalent, with education as a primary purpose. These institutions are created primarily to offer certificate, diploma, and transfer or continuing education and professional development programs of three years or less. They generally require high school completion for admissions.
- **Graduates** represent those individuals who graduated or completed the requirements for certificates, diplomas or degrees between August 1 of the previous year and July 31 of the current year. Excluded are: graduates from private postsecondary education institutions, completers of continuing education programs (unless these lead to a certificate, diploma or applied degree), part-time trade course completers, persons who completed vocational programs lasting less than three months, persons who completed vocational programs other than in the skilled trades (e.g., basic training and skill development), persons who completed university transfer programs and completers of provincial apprenticeship programs. (These are captured by the Registered Apprenticeship Information System, based on information from provincial/territorial governments.)

Methodology

- The Survey of Colleges and Institutes (SCI) is a provisional survey, first conducted by Statistics Canada for the 2003/2004 reference year. In this survey, aggregate enrolment and graduate data pertaining to publicly-funded colleges and institutes are collected from the ministries and departments of education in Canada, who had originally collected these data for their own purposes.
- The SCI differs from other enrolment and graduates surveys conducted by Statistics Canada, such as the Postsecondary Student Information System (PSIS) and the surveys it replaced, as enrolment and graduate data are obtained from individual student records that are maintained by public colleges and institutes.
- For jurisdictions that do not hold information on graduates from public colleges and institutes in their databases, the data required are obtained directly from the colleges or are generated from the data originally submitted to the Postsecondary Student Information System.

Interjurisdictional comparability

- Except for Quebec and Manitoba, the SCI reporting period is September 1 to August 31. Quebec data are for the fall period; in Manitoba, the reporting period is July 1 to June 30.

Limitations

- Data on college graduates from the Survey of Colleges and Institutes should not be compared directly with past data from the Community College Student Information System (Tables D.2.3 and D.2.4) as there are differences in the coverage of graduates between these two surveys.
- As the SCI is intended to be a provisional survey gathering generic data, the variables available for further describing graduates from colleges and institutes are very limited. These limitations are also related to the type of information held by the ministries and departments of education on their databases.
- A historical time series of data on graduates of public colleges and institutes (from 1999 onwards) broken out by more detailed variables is dependent on the possibility of producing historical revisions to the college data that have been traditionally collected by Statistics Canada from individual student records using PSIS and the surveys that it has replaced.

Data sources

- Survey of Colleges and Institutes, Statistics Canada.
- Postsecondary Student Information System, Statistics Canada.
- Community College Student Information System, Statistics Canada.
- Trade/Vocational Enrolment Survey, Statistics Canada.

Postsecondary completions and graduation rates

University graduates by field of study

Tables D.2.6 through D.2.8

Overall, Indicator D2 examines trends in postsecondary completions/graduations. This sub-indicator examines the number of university credentials granted and graduation rates, by sex and by field of study (Tables D.2.6 through D.2.8). It is based on data from the Postsecondary Student Information System (PSIS).

Concepts and definitions

- Information on **university graduation rates** by sex and field of study (Table D.2.6) is broken down according to the following levels of study: bachelor's and first professional degrees; master's degrees; and earned doctorate degrees.
- PSIS classifies **field of study** data according to the Classification of Instructional Programs (CIP), the official classification used at Statistics Canada for the classification of program(s) of study. This sub-indicator presents university graduation rates and the number of university degree/diplomas/certificates granted by the following agglomerated CIP categories: education; visual and performing arts, and communications technologies; humanities; social and behavioural sciences and law; physical and life sciences, and technologies; mathematics, computer and information sciences; architecture, engineering and related technologies; agriculture, natural resources and conservation; business, management and public administration; health, parks, recreation and fitness; and other.

Methodology

- The Postsecondary Student Information System (PSIS) is a census with a cross-sectional design and a longitudinal follow-up. Data are collected for all units of the target population, therefore no sampling is done. The target population is Canadian public postsecondary institutions (universities, community colleges and trade and vocational training centres). Each postsecondary institution (the "collection unit") provides Statistics Canada with data pertaining to their programs and their students.

In 2000, PSIS began replacing several postsecondary surveys, including the University Student Information System (USIS), with a single survey offering common variables for all levels of postsecondary education. Upon full implementation, PSIS will capture annual enrolment and graduate information from all Canadian public postsecondary institutions.

- Graduation rates have been calculated by relating the number of graduates to the size of the population at a typical graduation age. The typical ages at graduation for university-level programs that have been used in this publication are: bachelor's and first professional degree – 22; master's degrees – 24; and earned doctorate degrees - 27.

  Graduation rates are based on jurisdiction of study and include foreign students. Canadian students who obtain a degree from a foreign institution are excluded.

- Table D.2.7 shows the number of degrees, diplomas, and certificates granted by universities. This is different than what is shown in Table D.2.4 and D.2.6, where university diplomas and certificates above or below the bachelor's level are excluded.

- The reference period for university degrees is the day after the last day of the winter semester.

Limitations

- The graduation rates presented in this publication should not be confused with a graduation rate that shows graduates as a proportion of enrolment.

- To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded.

Data source

- Postsecondary Student Information System, Statistics Canada.

University educators

Tables D.3.1 through D.3.4

Indicator D3 presents information on university educators in Canada and the provinces. It outlines the number of full-time university educators, providing breakdowns by rank and by sex (Tables D.3.1). The male-female distribution of educators, by age, is also examined (Table D.3.2), as well as the age distribution of educators compared with that of the overall labour force (Table D.3.3). Average salaries, by rank and by sex, are also presented (Table D.3.4).

Concepts and definitions

- **Full-time university educators** refers to all full-time teaching staff employed in universities in Canada.

  Full-time includes:

  staff appointed on a full-time basis whose term of appointment is not less than 12 months (including any staff member on leave);

  new appointees hired on a full-time basis (i.e., whose term of contract is greater than 12 months) and who are at the institution for less than 12 months in the first year; and

  staff who were appointed to teach 12 months or more and at a later date entered into a formal agreement with the institution to work on a reduced load basis. This situation usually arises with staff members who are approaching retirement.

  Teaching staff refers to:

  all teachers within faculties, whether or not they hold an academic rank;

  academic staff in teaching hospitals;

  visiting academic staff in faculties; and

  research staff who have an academic rank and a salary scale similar to teaching staff.

  In Table D.3.4, the definition of full-time university educators is similar to that used in Tables D.3.1, D.3.2 and D.3.3, but excludes staff who are on unpaid leave, all religious and military personnel or similar staff paid according to salary scales lower than those applying to regular/lay staff and staff having a salary of zero or unreported.

- The following **academic ranks** are used:

  Full professors, referring to the most senior rank;

  Associate professors, the mid-level rank (requirements vary considerably between institutions and departments); and

  Other, which generally refers to assistant professors, lecturers and instructors. The specific categories are:

  Assistant professors - an entry-level rank;

  Rank below assistant professors - the next rank directly below that of an assistant professor (usually lecturers);

  Rank below preceding -the remaining full-time teachers(usually instructors); and

  Other teaching staff - ungraded (i.e., have no rank) staff such as coaches, etc.

- **Gender gap** is defined as the average salary of female university educators as a percentage of the average of males.

Methodology

- The data on full-time university educators present a snapshot as of October 1.
- The percentage distribution of university educators by age and median age is based on educators for whom age is known.
- Salaries and salary scales of full-time teaching staff at Canadian universities are based on the annual rate of salary plus stipends. The data have been adjusted to 2001 constant dollars using the Consumer Price Index.
- Data on average salaries for Saskatchewan do not include the University of Saskatchewan.
- The Labour Force Survey data used to compare the age distribution of the overall full-time employed labour force with that of full-time university educators is based on a monthly average from September to August (Table D.3.3).

Limitations

- To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded. Similarly, percentage distributions, which are calculated on rounded data, may not necessarily add up to 100%.

Data sources

- University and College Academic Staff Survey, Statistics Canada.
- Labour Force Survey, 2004/2005, Statistics Canada.

Research and development

Tables D.4.1 through D.4.5

Indicator D4 presents information on research and development (R&D) conducted in universities in Canada, using data from 1991 through 2004. Total domestic expenditures on R&D as a percentage of GDP are examined from an international and national perspective (Tables D.4.1 and D.4.2), along with percentages of total R&D by sector (Table D.4.3). National and provincial expenditures on R&D are outlined (Table D.4.4), as are sources of funding (Table D.4.5).

Concepts and definitions

- The Organisation for Economic Co-operation and Development's (OECD's) *Frascati Manual*[1] indicates that **research and development** (R&D) is considered to be any creative work undertaken on a systematic basis in order to increase the stock of scientific and technical knowledge and to use this knowledge in new applications. The central characteristic of R&D is an appreciable element of novelty and of uncertainty. New knowledge, products or processes are sought. The work is normally performed by, or under the supervision of, persons with postgraduate degrees in the natural sciences or engineering. An R&D project generally has three characteristics: a substantial element of uncertainty, novelty and innovation; a well-defined project design; a report on the procedures and results of the projects.

- **Total domestic expenditures on R&D** (Tables D.4.1 through D.4.3) represent the aggregate of the total R&D expenditures of the performing sectors (categorized as government, business enterprise, higher education, private non-profit organizations, and foreign). It includes R&D performed within a country and funded from abroad but excludes payments for R&D performed abroad.

  The definition of total domestic expenditures on R&D in a provincial/territorial context is similar to that provided above. The expenditures are assigned to the province or territory in which the performing establishment is located. Personnel may live in an adjoining province or territory (e.g., the National Capital Region) and materials and equipment may come from another province or territory or country; these factors must be taken into consideration when using this statistic as a provincial/territorial indicator of R&D activity.

- **Indirect costs of research** are those costs incurred by an institution by virtue of the fact that researchers conduct sponsored or intramural research with the support of the institution. They are expenditures that cannot be identified readily and specifically with a particular project, instructional or other activity of the

institution; e.g., the costs of the office of research or intellectual property management services, departmental administration, utilities, physical plant operation and maintenance, library, laboratory furniture, and permanent equipment.

- **Source of funds for university R&D** are categorized as follows:

  Federal government, through the Natural Sciences and Engineering Research Council (NSERC), the Social Sciences and Humanities Research Council (SSHRC), the Canadian Institutes of Health Research (CIHR), the Canada Foundation for Innovation, and federal departments and agencies;

  Provincial governments, including municipal governments;

  Business enterprises, including donations, bequests and contracts from individuals and businesses;

  Private non-profit organizations, including donations, bequests, and contracts from foundations and not-for-profit organizations;

  Foreign sources - funding entities located abroad; and

  Universities, which fund their own R&D using two revenue streams:

  General university funds: These represent government transfers (or block grants) to universities that are used to support R&D activity. Although in essence these funds represent indirect government spending on R&D, for the purposes of pan-Canadian statistics they are allocated to university funding due to the difficulty of categorizing these funds as provincial or federal.

  Own revenue sources: This refers to self-generated revenue of universities from sources such as tuition fees, investment income, revenue from sales of services and products by the institution and license and patent incomes.

- **Sponsorship of university R&D** refers to university research that is supported either in the form of a grant or by means of a contract from a source external to the institution. Funding sources include government, business enterprises, and donors.

Methodology

- University expenditures on R&D (Table D.4.4) are estimated by the Science Innovation and Electronic Information Division (SIEID) of Statistics Canada. This estimation assumes that these expenditures are equal to the sum of:

  a) sponsored research, available from the Canadian Association of University Business Officers (CAUBO) survey;

  b) an estimate of indirect expenditures on sponsored research;

  c) a value for the fraction of faculty time devoted to research;

  d) an estimate of indirect expenditures related to faculty time on research; and

  e) teaching hospitals data not included in the CAUBO survey.

  A revised estimation procedure was implemented for the 1998/1999 data, with some revisions to faculty time coefficients on research in 1999/2000. (For more detail, see *Science Statistics*, Volume 30, No. 5 (Statistics Canada Catalogue no. 88-001-XIE2006005).

- The figures for total domestic expenditures on R&D (Tables D.4.1 through D.4.3) in Quebec and Ontario exclude expenditures for R&D performed by the federal government in the National Capital Region. This is a standard practice followed by Statistics Canada as not all expenditures made by an R&D unit are spent in the region of its physical location (e.g., supplies may be purchased from regions outside the unit's location). In the case of the National Capital Region, labour moves freely between Quebec and Ontario so that even wages and salaries paid by an R&D unit are partly spent outside the area of location. Further information on this approach, along with the values of these expenditures, is available in a Statistics Canada's working paper, "Estimates of Canadian Research and Development Expenditure (GERD), Canada, 1995 to 2006, and by Province 1995 to 2004" (Statistics Canada Catalogue no. 88F0006XIE2006009).

  The figures for Canada include federal government expenditures contributed in the National Capital Region.

- The one-time grant to universities awarded by the federal government to assist in indirect costs associated with research activities taking place at universities is included in the expenditures on R&D by the university sector ($203 million in 2001/2002 and $21 million in 2002/2003). In 2003/2004, the indirect costs grant for R&D in universities became an annual payment. The estimation system used to calculate indirect costs on sponsored research was adjusted to ensure that the source of this payment is the federal government.

- The R&D data are for universities and affiliated institutions including research hospitals. In 2002, there was an increase over previous years in the number of teaching hospitals for which data were reported to Statistics Canada. In 2002/2003, this reporting change is especially relevant in Quebec and British Columbia.

- Table D.4.1 and Chart D.4.1 compare Canada with all OECD countries. To facilitate the international discussion, subsequent comparisons make use of the G-7 and Sweden, Finland and Iceland—non-G-7 competitor countries to Canada that are leaders among the OECD countries in terms of the level of resources that they devote to R&D and thereby serve as useful reference points.

- The GDP Implicit Price Index is used to convert current R&D expenditures and sources of funds to constant (real) dollars, which differs from the Consumer Price Index (CPI) used in Chapter B. A GDP deflator is the appropriate deflator for economy-wide statistics because it accounts for the cost of goods for households, for government and for industry. CPI only accounts for a basket of goods that an average household might purchase and so is relevant to household expenditures data.

  The source of the GDP implicit price index is Statistics Canada's CANSIM Table 384-0036 (1997=100) (accessed October 2006). For PCEIP, this index was rebased to 2001=100 by dividing the series for Canada and the provinces by the 2001 factor. The year 2001 was chosen as the base year for constant (real) dollar conversion to preserve consistency between PCEIP tables and historical comparability. A different base year may be used for R&D data series that are published by other divisions at Statistics Canada.

- The values expressed in constant (real) dollars for the university R&D expenditures and for the sources of funds for university R&D expenditures at the Canada-level do not match the sum of the provincial values. This is because (constant) real series based on a chain Fisher calculation are geometric and therefore not additive. On May 31, 2001, the quarterly income and expenditure accounts adopted the Fisher index formula, chained quarterly, as the official measure of real gross domestic product in terms of expenditures. This formula was also

adopted for the Provincial Accounts on October 31, 2002. Contact Income and Expenditure Accounts Division at Statistics Canada for more information.

Limitations

- One of the most important issues relating to R&D concerns its definition. There remains some ambiguity in defining precisely what constitutes R&D; for example, in a continuing project, determining the precise point at which the project passes the boundary of R&D and becomes exploitation of a process or product on which it may be said that the R&D stage has been completed. This ambiguity is perhaps less serious in internal time series, where it may be expected that the year-to-year application of the definition by the same reporting unit is at least consistent.
- The source for internationally comparative statistics on R&D is the OECD. OECD guidelines request that R&D in the entire postsecondary sector (defined as all universities, colleges of technology, and other institutes of postsecondary education, whatever their source of finance or legal status) be reported. However, data for Canada are limited to R&D activities in universities and affiliated institutions (including research hospitals) and degree-granting university colleges as data on R&D in colleges and similar institutions are not available.

  Although the OECD is working to improve the international reporting of R&D statistics, other comparability issues exist; therefore, it is important that the reader exercise caution in interpreting these statistics.

Data sources

- *Main Science and Technology Indicators*, 2006, No. 1, June 2006, Organisation for Economic Co-operation and Development.
- *Estimates of Canadian Research and Development Expenditures (GERD), Canada, 1995 to 2006, and by Province 1994 to 2004*, Catalogue No. 88F0006XIE2006009, Statistics Canada.
- Science and Technology Surveys Section, Science, Innovation and Electronic Information Division, Statistics Canada.
- *Total spending on research and development in Canada, 1990 to 2006, and provinces, 1990 to 2004*, Vol. 30, No. 7, Catalogue No. 88-0001XIE, Statistics Canada.
- CANSIM, Tables 358-0001, 384-0002, and 384-0036, Statistics Canada.

Endnote

1. The *Frascati Manual* is a document that lays out the methodology for collecting and using statistics about research and development in countries that are members of the OECD. For more information see www.oecd.org.

Literacy—proficiency scores and levels

Tables D.5.1 through D.5.7

Indicator D5 is based on data from the International Adult Literacy and Skills Survey (IALSS), which measured Canadians' proficiency in literacy, numeracy and problem-solving. This indicator presents the skills distributions of the population in the provinces and territories (Table D.5.1), examining urban/rural status (Table D.5.2), age group and sex (Table D.5.3), educational attainment (Table D.5.4), and employment rates (Table D.5.5). This indicator also presents the literacy skills distribution of a sample of Aboriginal people living in urban Manitoba and urban Saskatchewan (Table D.5.6), in the Northwest Territories and the Yukon Territory, as well as the Inuit Population in Nunavut (Table D.5.7).

D5

Concepts and definitions

- In 2003, IALSS assessed **adult literacy** across four domains: **prose literacy** (the knowledge and skills needed to understand and use information from texts including editorials, news stories, brochures, and instruction manuals); **document literacy** (the knowledge and skills required to locate and use information contained in various formats, including job applications, payroll forms, transportation schedules, maps, tables and charts); **numeracy** (the knowledge and skills needed to effectively manage the mathematical demands of diverse situations); and **problem-solving** (goal-directed thinking and action in situations for which no routine solutions exist).
- In each of the four literacy domains, five levels are used to categorize **proficiency**. Level 1 denotes the lowest proficiency level; Level 5, the highest. Level 3 is generally considered the "desired" threshold of competence for being able to cope with the increasing skill demands of today's knowledge-based economy.
- When proficiency is examined by **age group**, the following categories are used: 16 to 25; 26 to 35; 36 to 45; 46 to 55; 56 to 65; and 66 and over.

- An **urban** area has a minimum population concentration of 1,000 persons and a population density of at least 400 persons per square kilometre, based on the current census population count. All territory outside urban areas is classified as **rural**.
- According to the standard Statistics Canada definition, the **employed** are people who have a job or business; the **unemployed** are those without work, available for work, and actively seeking work. Together the unemployed and the employed constitute the **labour force**. The **employment rate** for a particular group is the number of employed in that group expressed as a percentage of the population for that group.
- The following **educational attainment** categories are used: high school not completed; high school; trade-vocational; non-university postsecondary; and university.
- For IALSS, Aboriginal **identity** was measured by asking respondents if they were an Aboriginal person; that is North American Indian, Métis or Inuit.
- References made to the **non-Aboriginal population of Manitoba and Saskatchewan** includes respondents from urban and non-urban areas. The totals presented in Tables D.5.6 refer to the entire Manitoban or Saskatchewan population aged 16 and over.

Methodology

- More than 23,000 individuals aged 16 and over from across the 10 provinces and 3 territories participated in the 2003 IALSS. This number was sufficient to provide accurate estimates for all of Canada's jurisdictions. Moreover, the sample of Aboriginal people living in urban areas in Manitoba and Saskatchewan, and in selected communities in the territories, was large enough to provide estimates for those groups. Both Manitoba and Saskatchewan opted to increase the IALSS sample size in their provinces to allow creation of estimates for the relatively large urban Aboriginal populations.
- Results are reported along four scales—the two literacy scales (prose and document), a single numeracy scale, and a scale capturing problem-solving. The scores for each scale range from 0 to 500 points. To display the progression of complexity and difficulty, each scale was divided into levels. Both the literacy and numeracy scales used five levels: Level 1, the lowest level of proficiency (score 0 to 225); Level 2 (226 to 275); Level 3 (276 to 325); Level 4 (326 to 375); and Level 5, the highest level of proficiency (376 to 500). The scale for problem-solving used four levels: Level 1, the lowest (0 to 250); Level 2 (251 to 300); Level 3 (301 to 350); and Level 4, the highest (351 to 500).

Limitations

- The proficiency levels used for IALSS are useful in summarizing the results, but also have some limitations. First, the relatively small proportions of respondents who actually reach Level 5 do not always allow for accurate reporting. For this reason, whenever results are presented by proficiency level, Levels 4 and 5 are combined.

  Second, the average proficiency values were computed from the scores of random samples of respondents from each jurisdiction across Canada and not from the entire population in each jurisdiction. Consequently, it cannot be said with certainty that a sample average has the same value as a population average that

would have been obtained had all residents been assessed. Additionally, a degree of error is associated with the scores describing a respondent's proficiency as these scores are estimates based on responses to a sample of test items. The standard error is used to express the degree of uncertainty associated with the sample error and the measurement error of the test.

- Although IALSS data are not representative of the total Aboriginal population in Canada, they do provide a unique opportunity to examine the literacy proficiency of a portion of the Aboriginal population in Canada.

Data sources

- International Adult Literacy and Skills Survey, 2003, Statistics Canada.
- Human Resources and Skills Development Canada and Statistics Canada. 2005. *Building on our Competencies: Canadian Results of the International Adult Literacy and Skills Survey 2003*. Catalogue no. 89-617-XIE. Human Resources and Skills Development Canada and Statistics Canada. Ottawa.

Educational attainment

Tables D.6.1 through D.6.6

Indicator **D6** examines the level of educational attainment for the Canadian population aged 25 to 64 from a national and international perspective. Data are presented for Canada and the other OECD countries, and for the provinces and territories (Table D.6.1). Information is also presented for the population aged 25 to 64 with Aboriginal identity, by age group (Table D.6.2) and by sex (Table D.6.5), and for the off-reserve Aboriginal population from Western Canada (Table D.6.3). The indicator also uses census data to portray the distribution of the Canadian population by level of education and age group (Table D.6.4), and examines the levels by sex, presenting numbers, percentage changes, and percentage distributions (Table D.6.6), for Canada and its jurisdictions.

D6

Concepts and definitions

- Overall, this indicator focuses on the population aged 25 to 64, often considered to be the working age population. This **age** group is further categorized as 25 to 34, 35 to 44, 45 to 54, and 55 to 64 for some of the information presented (Tables D.6.2 and D.6.4).
- **Educational attainment** refers to the highest level of education completed; it is sometimes used as a proxy measure of human capital. The international comparisons (Table D.6.1) are based on the 2006 edition of the OECD's publication *Education at a Glance* (*EAG*). The following categories, which reflect the International Standard Classification of Education (ISCED 97) in *EAG* Table A 3.1a, are presented:

  Less than college: ISCED 0, 1, 2, 3, 4 (below tertiary-type B education);

  College: ISCED 5B (tertiary-type B education); and

  University: ISCED 5A/6 (tertiary-type A and advanced research programmes).

  Equivalent data on educational attainment for Canada are derived from the Labour Force Survey (LFS) and reflect the following definitions:

Less than college: no education or education below high school graduation; high school graduation or some postsecondary education (not completed); trade certificate or diploma from a vocational school or apprenticeship training;

College: non-university certificate or diploma from a community college, CEGEP, school of nursing and similar programs at this level; university certificate below bachelor's level; and

University: bachelor's degree; university degree or certificate above bachelor's degree.

- The **population distributions** for Canada and its jurisdictions (Tables D.6.2, D.6.4, D.6.5 and D.6.6) are presented for the following five levels of **educational attainment**, derived from the Census of Population:

  Less than high school: individuals having no education or education below high school graduation;

  High school: high school graduates and individuals who have some postsecondary education (not completed);

  Trade-vocational: graduates of trade-vocational programs;

  College: graduates of community colleges, CEGEPs, schools of nursing and similar programs at this level; and

  University: individuals with a university degree or certificate (below or above a bachelor's degree).

- The **Organisation for Economic Co-operation and Development (OECD)** is a multidisciplinary international body made up of 30 member countries that offers a structure/forum for governments to consult and co-operate with each other to develop and refine economic and social policy. The OECD is best known for its publications and statistics. The member countries are: Australia, Austria, Belgium, Canada, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Japan, Korea, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, the Slovak Republic, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States (Table D.6.1).

- **Aboriginal identity** refers to people who, on the Census of Population, reported identifying with at least one Aboriginal group (North American Indian, Métis or Inuit) (Tables D.6.2 and D.6.5). Also included in the Aboriginal identity population counts are individuals who did not report an Aboriginal identity, but did report being a Registered or Treaty Indian, and/or Band of First Nation membership ("not included elsewhere" category). Registered Indian status refers to those who reported they were registered under the *Indian Act*. Treaty Indians are persons who are registered under the *Indian Act* and can prove descent from a Band that signed a treaty. The term "treaty Indian" is more widely used in the Prairie provinces.

  The term **North American Indian** is used for individuals who self-identify as such and broadly refers to people who consider themselves part of the First Nations in Canada, whether or not they have legal Indian status according to the *Indian Act*. **Métis** refers to people who are of mixed Aboriginal and non-Aboriginal ancestry who self-identify as Métis. **Inuit** refers to people descended from Aboriginal people who historically inhabited the Arctic regions of Canada, Alaska, Greenland and Russia, and who self-identify with this group.

- **Western Canada** comprises Manitoba, Saskatchewan, Alberta, and British Columbia (Table D.6.3).

Methodology

- Statistics Canada's monthly Labour Force Survey (LFS) is a major source of information on educational attainment. When the 2007 version of PCEIP was being prepared, the LFS contained four direct questions on education. Question ED_Q04 asked respondents for the highest degree, certificate or diploma obtained. Responses were categorized into the following levels of educational attainment: (1) no postsecondary degree, certificate or diploma; (2) trade certificate or diploma from vocational school or apprenticeship training; (3) non-university certificate or diploma from a community college, CEGEP, school of nursing, etc; (4) university certificate below bachelor's level; (5) bachelor's degree; (6) university degree or certificate above bachelor's degree.

- Tertiary-Type-A education and advanced research programs are categories of educational levels typically used in the OECD's publication *Education at a Glance (EAG)*. Tertiary-Type-A programs (ISCED 5A) have a minimum cumulative theoretical duration (at tertiary level) of three years' full-time equivalent, although they typically last four or more years. These programs are not exclusively offered at universities. Advanced research programs (ISCED 6, *EAG* 2006) lead directly to an advanced research qualification, e.g., a PhD. The theoretical duration of these programs is three years full-time in most countries (for a cumulative total of at least seven years full-time equivalent at the tertiary level), although the actual enrolment time is typically longer. The programs are devoted to advanced study and original research.. In Canada, tertiary-type-A is equivalent to a bachelor's degree, a university degree or a certificate above the bachelor degree level (PCEIP 2007 Table D.6.1).

  Tertiary-Type-B programs (ISCED 5B, *EAG* 2006) are typically shorter than those in the Type-A group, and they focus on practical, technical or occupational skills for direct entry into the labour market. Some theoretical foundations may be covered. They have a minimum duration of two years' full-time equivalent at the tertiary level. In Canada, tertiary-type-B education is equivalent to a non-university certificate or diploma from a community college, CEGEP, school of nursing or similar program at this level, and a university certificate below the bachelor degree level (PCEIP 2007 Table D.6.1).

- The Census of Population, like the LFS, provides detailed information on education, although the questions asked differ. In 2001, Question 30 asked about certificates, diplomas or degrees *ever* obtained, and the responses were categorized as: (1) no degree, certificate or diploma; (2) secondary (high) school graduation certificate or equivalent; (3) trades certificate or diploma; (4) other non-university certificate or diploma; (5) university certificate or diploma below bachelor level; (6) bachelor's degree; (7) university certificate or diploma above bachelor level; (8) degree in medicine, dentistry, veterinary medicine or optometry; (9) master's degree; (10) earned doctorate.

- The data on educational attainment for the Canadian jurisdictions in Table D.6.1 were aggregated using the 6 LFS levels. The categories used in Table D.6.2 were aggregated based on the 10 educational levels outlined in the census. "University certificate below bachelor's degree" was included in the "college" category for the LFS (Table D.6.1), but was included in the "university" category for the census (Table D.6.2).

- In Table D.6.1, the OECD averages for the "college" and "university" categories are not available since attainment at the tertiary level was not disaggregated for the following six member countries: the Czech Republic, Hungary, Italy, Poland, Portugal, and the United Kingdom. The 25% average for "college or university" is from Table A1.3a in the 2006 edition of *Education at a Glance*. The 75% average for the "less than college category," which was calculated by Statistics Canada using the methodology recommended by the OECD, is a simple average of all 30 OECD member countries.
- The percentage of the population aged 25 to 64 who had attained a specific level of education was obtained by dividing the number of people aged 25 to 64 who had completed the given level of education by the total number of people aged 25 to 64, then multiplying by 100.
- Nunavut was created in April 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. The data for Nunavut in 1996 were taken from the Northwest Territories based on the 2001 Census boundary for Nunavut.

Limitations

- Because the LFS questions on Aboriginal self-identification in all four provinces of Western Canada (Table D.6.3) were added to the survey in April 2004, the 2004 data are based on a nine-month average from April to December 2004. These data allow comparisons across the off-reserve Aboriginal population from Western Canada, but are not directly comparable with LFS-based data for the general population, or with census-based data for the Aboriginal population.
- The LFS information on educational attainment does not allow for a clear delineation between "postsecondary non-tertiary education" and "tertiary-type B education". As a result, the LFS figure reported for "college" (tertiary type-B) is inflated.
- In 1996 and 2001, the census did not explicitly ask respondents to provide information on apprenticeship program completion. Therefore, it is unclear whether the "trades" data in Table D.6.2 have captured apprenticeship program completion. The LFS figures in Table D.6.1, however, include information on apprentice program completions in the "less than college" category.
- To ensure the confidentiality of responses collected for the census, a random rounding process is used to alter the values reported in individual cells. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently and randomly rounded. However, apart from discrepancies due to simple rounding, the percentages are calculated to add up to 100%, as recommended by census methodology.

Data sources

- Labour Force Survey, Statistics Canada.
- Census of Population, 1996 and 2001, Statistics Canada.
- *Education at a Glance*, 2006 edition, OECD Publishing, Organisation for Economic Co-operation and Development, Paris.

Chapter E

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E

Transitions to postsecondary education

Participation in education

Tables E.1.1 and E.1.2

Indicator E1 considers youth transitions from high school to postsecondary education. This first indicator subset uses data from the Labour Force Survey (LFS) to present participation rates in education for 15- to 29-year-olds in Canada and the provinces (Tables E.1.1 and E.1.2).

Concepts and definitions

- The LFS asks respondents about school attendance in the week before the survey, at a "school, college or university." For those who are students, information is collected on the type of school, and whether enrolment is full- or part-time, as designated by the educational establishment. For this indicator, the **participation rate** reflects the total enrolment at the primary/secondary, college, or university level as a percentage of the total population in each age group.
- Age is collected for every household member in the survey, and the information on labour market activity is collected for all persons aged 15 and over.

E1

Methodology

- The LFS is a monthly household survey of a sample of individuals who are representative of the civilian, non-institutionalized population 15 years of age or older. It is conducted nationwide, in both the provinces and the territories. Excluded from the survey's coverage: persons living on reserves and other Aboriginal settlements in the provinces; full-time members of the Canadian Forces and the institutionalized population. These groups together represent an exclusion of approximately 2% of the population aged 15 and over. Canada-level LFS estimates are derived using the results of the LFS in the provinces. Territorial LFS results are not included in the Canada-level estimates, but are published separately.
- Participation rates are presented at the Canada level (excluding the territories) for single ages from 15 through to 29. Rates for the provinces are presented for three age groups: 15 to 19, 20 to 24, and 25 to 29. The LFS participation rate in education is based on a monthly average from September to April.

Limitations

- 'Other' types of education are excluded from the total in Tables E.1.1 and E.1.2 and are not included in the three levels: primary or secondary school; community college, junior college of CEGEP; and university. For the "kind of school" variable, 'Other - specify' is an option and includes: English as a second language or French language courses that do not qualify as high school, college or university education; police academies; computer and business skills programs other than those offered by colleges or universities; culinary, hairdressing or bartending schools; and special education that focuses on community living and life skills for students with special needs.
- It is unclear where trade certificate programs are placed in the "kind of school" variable. Trade schools could be coded to the 'community college, junior college or CEGEP group' or to 'Other- specify,' depending on how the respondent answers the question and the interviewer's interpretation of the answer.

Data source

- Labour Force Survey, 1995/1996 and 2005/2006, Statistics Canada.

Transitions to postsecondary education

Moving from high school to postsecondary education

Tables E.1.3 through E.1.5

Indicator E1 considers youth transitions from high school to postsecondary education. The second part of this indicator is based on data from the Youth in Transition Survey (YITS). High school graduation in 1999 and 2003 is examined based on the two separate cohorts of 19-year-old youths that have been surveyed by YITS. The proportion of youth who move on to postsecondary education and their educational status by the time they reach their early to mid-twenties is also examined. Information is presented for Canada and the provinces.

Concepts and definitions

- This indicator is based on data from the **Youth in Transition Survey (YITS)**, a longitudinal survey developed by Human Resources and Social Development Canada and Statistics Canada. YITS surveys two cohorts of youth every two years for a period of time. One cohort entered the survey when they were 15-years-old in 1999 (referred to in YITS as cohort A); a second cohort began their participation in YITS when they were between the ages of 18 and 20 in 1999 (referred to in YITS as cohort B).[1] YITS will continue to survey these two cohorts until 2008 for the 18- to 20-year old cohort and until 2014 for the 15-year-old cohort. It is important to note that in each cycle, the cohorts have aged two years.
- **High school status** captures the following three groups: **high school continuers**—respondents who were continuing their studies at the high school level and who had not yet graduated as of the reference date; **high school graduates**—respondents who have completed the minimum requirements for a high school graduation certificate, diploma or equivalent are considered to have graduated; and **high school dropouts**—respondents who had not completed the high school graduation requirements, and were not attending high school as of the reference date.

- **Postsecondary education** is any education beyond the high school level, towards a diploma, certificate or degree that would take someone three months or more to complete. Trade programs offered through apprenticeship, vocational schools or private trade schools do not always require high school graduation. Such education is considered postsecondary.

- **Postsecondary education status** refers to a youth's overall postsecondary status as of the survey reference date:

  Postsecondary graduates—respondents who have graduated from a postsecondary institution (i.e., respondents who have completed the graduation requirements towards a diploma, certificate or degree); includes both graduate continuers and graduate non-continuers. A **postsecondary graduate continuer** refers to someone who had already graduated from a postsecondary institution and was attending an additional postsecondary program. A **postsecondary graduate non-continuer** is an individual who had graduated from a postsecondary institution and was not pursuing additional education in a postsecondary institution.

  Postsecondary continuers refer to individuals who were attending a postsecondary education institution but had not yet graduated.

  Postsecondary dropouts are those who had undertaken a postsecondary education but were no longer pursuing it and had never graduated from a postsecondary education institution.

  A **high school dropout, no postsecondary education** is an individual who had dropped out of high school and had never pursued a postsecondary education.

  High school graduate, no postsecondary education refers to a high school graduate who has never attempted postsecondary education.

- Individuals who had **some postsecondary education** (Table E.1.5) refer to those who had ever attended some form of postsecondary education without obtaining a certificate/diploma/degree.

Methodology

- The target population for the older YITS cohort (i.e., cohort B) comprises residents of the 10 provinces of Canada who were born in 1979 to 1981. These individuals were 18- to 20-years-old during 1999, the reference year for cycle 1, and were between the ages of 22 and 24 during 2003, the reference year for cycle 3.

- The sample design of cohort B was determined to a large degree by the sample design of the Labour Force Survey (LFS). As is the case with the LFS, this cohort excludes residents of Yukon, Nunavut, and the Northwest Territories, persons living on Indian Reserves, full-time members of the Canadian Forces and inmates of institutions. These groups together represent an exclusion of approximately 2% of the population aged 15 and over, in the LFS.

- The target population for cohort A comprises persons who were born in 1984 and in the 1999/2000 school year were attending any form of schooling in the provinces of Canada. These individuals were 15-years-old in 1999 (in cycle 1) and 19 years of age during 2003, the reference year for cycle 3. The sample for this cohort was school-based, with schools selected in the first stage of sampling, and students selected from these schools in the second stage of sampling. Schools in the northern territories and on Indian reserves were excluded. Some school- and student-level exclusions were made in the sampling. However, exclusions of all types represented in total, less than 5 % of the national desired target population.

- YITS is strictly a longitudinal survey. The initial samples of 15-year-olds and 18- to 20-year-olds selected at Cycle 1 will continue to be surveyed every two years for a number of cycles. As part of the YITS survey methodology, no attempts are made to top-up the samples from cycle-to-cycle to ensure a cross-sectional representation of these populations. Furthermore, YITS loses some of its existing sample with each survey cycle because non-respondents at a specific survey are not followed up for subsequent cycles of the survey.
- The implications of these factors for the two cohorts of 19-year olds examined in PCEIP 2007 (Table E.1.3) are as follows. For those who were 19-years-old in 1999 (i.e., a subset of cohort B), the data used are from the first cycle of YITS and are representative of Canadian youth who were 19 as of December 1999. For those who were 19-years-old in 2003 (cohort A), the data are used from the third cycle of YITS. In the first cycle, cohort A was representative of Canadian youth who were 15-years-old as of December 1999, but the results from the third cycle of cohort A may not be representative of 19-year-old Canadian youth in December 2003.
- Because cohort A and cohort B were sampled differently and because YITS loses some of its sample after cycle 1, a direct comparison of the educational profile of these two samples of 19-year-olds can only be made with caution.
- This indicator also examines the educational status of cohort B in 2003—the time when they were between the ages of 22 and 24. It is important to note that the statistics presented for the 22- to 24-year olds (Tables E.1.4 and E.1.5) are representative of individuals aged 18 to 20 by the end of 1999 who were residents in Canada.
- In Tables E.1.3 through E.1.5, as in all other tables in the 2007 PCEIP Report, the symbol "E" (use with caution) indicates a coefficient of variation (CV) between 16.6% and 33.3%.

Limitations

- A direct comparison of the educational profile of these two samples of 19-year-olds can only be made with caution (see methodology section for more details).
- The statistics presented for the 22- to 24-year olds (Tables E.1.4 and E.1.5) are representative of individuals aged 18 to 20 by the end of 1999 who were residents in Canada (see methodology section for more details).
- Some Canada totals (in Tables E.1.4 and E.1.5) include those respondents who lived in the territories at time of interview, but data for the territories are not shown separately as there are only a few cases.
- Indicators of data quality are provided in the tables. Estimated population characteristics with a coefficient of variation (CV) of 16.5% or less are considered to be of good quality; therefore, no special notation has been provided. Estimates with CVs in the range of 16.6% and 33.3%, indicating a higher level of measurement error, are marked with the letter E. As per Statistics Canada guidelines, they are accompanied by a warning to caution users about the higher levels of error associated with the estimates. As Statistics Canada guidelines recommend not to release estimates of unacceptable quality, estimates with CVs in excess of 33.3% are blocked out with the letter F. Typically, higher levels of measurement error are associated with the analysis of rare characteristics in a population subgroup or for any characteristic within small subgroups.

Data source

- Youth in Transition Survey, Cycle 1 and Cycle 3 (for cohort B) and Cycle 3 (for cohort A), Statistics Canada.

Endnote

1. The younger cohort also participated in the Programme for International Student Achievement (PISA) when they were 15 years old in Cycle 1. PISA is an international assessment run by the Organisation for Economic Co-operation and Development designed to assess the literacy skills of youth in reading, mathematics and science. PCEIP 2007 does not concern itself with the PISA findings for this cohort.

Transitions to the labour market

Students and work

Tables E.2.1 through E.2.4

Indicator E2, which covers the transition from postsecondary education to the labour market, has four subsets. The first indicator subset uses Labour Force Survey (LFS) data to look at the extent to which students aged 15 to 29 combine school and work (Tables E.2.1 and E.2.2) , and at the distribution of this population group by education level, labour force status and age group(s) (Tables E.2.3 and E.2.4).

Concepts and definitions

- The Labour Force Survey (LFS) asks respondents about school attendance in the week before the survey, at a "school, college or university," in addition to labour force participation information. Persons who are supplying services in the reference period, regardless of the quantity supplied, are classified as **employed,** while those who provide evidence that they are offering their labour services to the market (again regardless of quantity) are classified as **unemployed**. The remainder of the population, those neither currently supplying nor offering their labour services, are referred to as persons **not in the labour force.**

- **Employed** persons are those who: during the reference week, did any work at all at a job or business; that is, paid work in the context of an employer-employee relationship, or self-employment. It also includes unpaid family work, which is defined as unpaid work contributing directly to the operation of a farm, business or professional practice owned and operated by a related member of the same household; or had a job but were not at work due to factors such as own illness or disability, personal or family responsibilities, vacation, labour dispute or other reasons (excluding persons on layoff, between casual jobs, and those with a job to start at a future date).

- Given the concept of **unemployment** as the unutilized supply of labour, the operational definition of unemployment is based primarily on the activity of job search and the availability to take a job. In addition to being conceptually appropriate, job search activities can, in a household survey, be objectively and consistently measured over time. The definition of unemployed persons is therefore those who, during the reference week:

(a) were on temporary layoff during the reference week with an expectation of recall and were available for work, or

(b) were without work, had actively looked for work in the past four weeks, and were available for work, or

(c) had a new job to start within four weeks from reference week, and were available for work.

Persons are regarded as available if they reported that they could have worked in the reference week if a suitable job had been offered (or recalled if on temporary layoff), or if the reason they could not take a job was of a temporary nature such as: own illness or disability, personal or family responsibilities; they already had a job to start in the near future; or they were on vacation (prior to 1997, those on vacation were not considered available). Full-time students currently attending school and looking for full-time work are not considered to be available for work during the reference week. They are assumed to be looking for a summer or co-op job or permanent job to start sometime in the future, and are therefore not part of the current labour supply.

- **Age** is collected for every household member in the survey, and the information on labour market activity is collected for all persons aged 15 and over. For this indicator, those aged 15 to 29 are examined.
- **Labour force status** designates the status of the respondent vis-à-vis the labour market: a member of the non-institutional population 15 years of age and over is either employed, unemployed, or not in the labour force.

Methodology

- Proportion of students working and distribution of the population by education level and labour force status data are presented at the Canada level for single ages from 15 through to 29, as well as a total 15 to 29 in Tables E.2.1 and E.2.3. Comparable data for the provinces are presented for three age groups: 15 to 19, 20 to 24, and 25 to 29, with a total 15 to 29 in Tables E.2.3 and E.2.4. The LFS participation rate in education is based on a monthly average from September to April.
- In Tables E.2.3 and E.2.4, education level and labour force status are broken up into: non-student not in the labour force, non-student unemployed, non-student employed, university employed, university not in the labour force, college employed, college not in the labour force, primary/secondary employed, primary/secondary not in the labour force and other.

  The other category includes unemployed students attending university, college, primary or secondary schools and students attending other kinds of schools.
- The concepts of employment and unemployment are derived from the theory of the supply of labour as a factor of production and are based on those endorsed by the International Labour Organisation (ILO). The production referred to is in turn defined as those goods and services included in the System of National Accounts. For this reason, unpaid housework and volunteer work are not counted as work by the survey.
- For the purposes of measuring job search as part of the identification of the unemployed, the LFS uses a four-week search period although the reference period for identifying the employed is that of one week. The justification for the difference is that delays inherent in job search (for example, periods spent awaiting the results of earlier job applications) require that the active element of looking

for work be measured over a period greater than one week if a comprehensive measure of job search is to be obtained.

Limitations

- Most industrialized countries, including Canada and the United States, subscribe to guidelines established by the International Labour Office for defining and measuring labour market status, including unemployment. However, the guidelines are, by design, rather imprecise, so that individual countries can interpret them within the context of their own labour markets. As a result, unemployment rates are not strictly comparable across all countries. The LFS has investigated in detail the measurement differences between the US and Canadian unemployment rates. The results show that measurement differences account for about a fifth of the gap between the US and Canada unemployment rates.

Data source

- Labour Force Survey, 1995/1996 and 2005/2006, Statistics Canada.

Transitions to the labour market

University/College graduates working full-time

Tables E.2.5 through E.2.7

As part of Indicator E2 (the transition from postsecondary education to the labour market), this second subset examines full-time employment among postsecondary graduates. The National Graduates Survey and the Follow-up of Graduates Survey are used to present the percentages of 1995 and 2000 university/college graduates with full-time work two and five years after graduation, by level of education and province of study (Table E.2.5), and by sex and field of study (Tables E.2.6 and E.2.7).

Concepts and definitions

- Working **full-time** includes working at least 30 hours a week in a given job the week before the interview two and five years after graduation.
- **Graduates** from the postsecondary level are students who completed the requirements for degrees, diplomas or certificates from university, college or other postsecondary programs during the calendar year of their graduation. Only graduates from public postsecondary institutions are included.
- Full-time employment rates are presented for the following **fields of study** in which the graduate obtained his/her diploma, degree or certificate: personal improvement and leisure; education; visual and performing arts, and communications technologies; humanities; social and behavioural sciences, and law; business, management and public administration; physical and life sciences, and technologies; mathematics, computer and information sciences; architecture, engineering and related technologies; agriculture, natural resources and conservation; health, parks, recreation and fitness; personal, protective and transportation services; and other.

Methodology

- The data for this second subset of Indicator E2 are based on the National Graduates Survey (NGS) and the Follow-up Survey of Graduates (FOG). Each graduating class is interviewed twice: two years after graduation (NGS) and five

years after graduation (FOG). The sample design was developed using a "funnel-shaped" approach, where only graduates that respond to the initial interview are traced for the follow-up interview.

- The NGS target population comprises graduates from Canadian public postsecondary education institutions (universities, colleges, trade schools) who graduated or completed the requirements for degrees, diplomas or certificates during the reference calendar year.
- To obtain the percentage of graduates working full-time, the number of university or college graduates working full-time was divided by the total number of university or college graduates and multiplied by 100.

Limitations

- Excluded from the National Graduates Survey (NGS) are: graduates from private postsecondary education institutions; completers of continuing-education programs (unless these led to a degree, diploma or certificate); part-time trade course completers; persons who completed vocational programs lasting less than three months; persons who completed vocational programs other than in the skilled trades (e.g. basic training and skill development); completers of provincial apprenticeship programs and those living outside of Canada or the United States at the time of the survey.

Data sources

- National Graduates Survey, Follow-up of Graduates Survey, 1995 and 2000 graduates, Statistics Canada.

Transitions to the labour market

Earnings two and five years after university/college graduation

Tables E.2.8 through E.2.11

This third subset of Indicator E2 (the transition from postsecondary education to the labour market) presents data on earnings for 1995 and 2000 university/college graduates employed full-time. Median earnings and the distribution of earnings, both two and five years after graduation, are presented by level of education, province of study, sex, and field of study (Tables E.2.8 through E.2.11). The information was collected as part of the National Graduates Survey (NGS) and the Follow-up of Graduates Survey (FOG).

Concepts and definitions

- **Median earnings** are the estimated annual median earnings of the job held the week before the interview two and five years after graduation. The median earnings are presented for two **levels of education**: college and university graduates (Tables E.2.8 and E.2.9).
- Earnings are further broken down by the following **fields of study**: personal improvement and leisure; education; visual and performing arts, and communications technologies; humanities; social and behavioural sciences, and law; business, management and public administration; physical and life sciences, and technologies; mathematics, computer and information sciences; architecture, engineering and related technologies; agriculture, natural resources and conservation; health, parks recreation and fitness; personal, protective and transportation services; and other.
- **Percentile** refers to values that divide a set of observations into 100 equal parts.
- **Constant dollars** are derived by applying a price deflator to convert earnings or expenditures displayed in a time series to a price level that existed at a certain point in time (the base year). Constant dollars eliminate the changes in the purchasing power of the dollar over time. The result is a series as it would exist if the dollar had a purchasing power equal to the purchasing power in the base year.

Methodology

- The data for this third subset of Indicator E2 are based on the National Graduates Survey (NGS) and the Follow-up Survey of Graduates (FOG). Each graduating class is interviewed twice: two years after graduation (NGS) and five years after graduation (FOG). The sample design was developed using a "funnel-shaped" approach, where only graduates that respond to the initial interview are traced for the follow-up interview.
- The NGS target population comprises graduates from Canadian public postsecondary education institutions (universities, colleges, trade schools) who graduated or completed the requirements for degrees, diplomas or certificates during the reference calendar year.

Limitations

- The National Graduates Survey (NGS) does not include: graduates from private postsecondary education institutions; completers of continuing-education programs (unless these led to a degree, diploma or certificate); part-time trade course completers; persons who completed vocational programs lasting less than three months; persons who completed vocational programs other than in the skilled trades (e.g. basic training and skill development); completers of provincial apprenticeship programs and those living outside of Canada or the United States at the time of the survey.

Data sources

- National Graduates Survey, Follow-up of Graduates Survey, 1995 and 2000 graduates, Statistics Canada.

Transitions to the labour market

Mobility of university/college graduates

Tables E.2.12 and E.2.13

This fourth and final subset of Indicator E2, part of the transition from postsecondary education to the labour market, focuses on the migration characteristics of 1995 and 2000 university and college graduates—before enrolling and two years after graduation (Tables E.2.12 and E.2.13). This information, from the National Graduates Survey (NGS), is presented for Canada and the jurisdictions.

Concepts and definitions

- **The rate of out (in) migration to study** is defined as the number of graduates who left (entered) a jurisdiction to pursue studies, as a percentage of the number of graduates by jurisdiction of residence prior to enrolment. It is used as a measure of "**student mobility**".
- **The rate of out (in) migration after graduation** is defined as the number of graduates who left (entered) a jurisdiction two years after graduation, as a percentage of the number of graduates of the jurisdiction. It is used as a measure of "**graduate mobility**".
- **Net overall migration** is defined as the difference between the number of graduates per jurisdiction based on residence two years after graduation versus residence one year before enrolment, as a percentage of the number of graduates per jurisdiction based on residence on year before enrolment.
- The **residence before enrolling** is the province or territory of residence of respondents one year prior to enrolling in the program from which they graduated in the reference year.
- **Residence at graduation** is the province or territory of the institution from which respondents graduated in the reference year.
- **Residence two years after graduation** is the province or territory of residence of the respondents at the time of the interview, two years after graduation in the reference year.

- A **coefficient of variation (CV)** provides a measure of the reliability of the estimate, taking into account sampling variability. In order to estimate whether the difference between two values is statistically significant, the following formula can be applied to approximate a 95% confidence interval:

  $Y \pm 2 (CV \times Y)/100$, where Y is the estimate

  This approximate confidence interval gives a range within which the true value in the population is likely to fall. If two confidence intervals do not overlap, then the difference between the two estimates is statistically significant. It should be noted that this formula is approximate because it estimates a confidence interval that is slightly higher than the 95% level of confidence.

Methodology

- The data for this fourth and final subset of Indicator E2 are based on the National Graduates Survey (NGS); each graduating class is interviewed two years after graduation. The sample design was developed using a "funnel-shaped" approach, where only graduates that respond to the initial interview are traced for the follow-up interview.
- The NGS target population comprises graduates from Canadian public postsecondary education institutions (universities, colleges, trade schools) who graduated or completed the requirements for degrees, diplomas or certificates during the reference calendar year.

Limitations

- Excluded from the National Graduates Survey (NGS) are: graduates from private postsecondary education institutions; completers of continuing-education programs (unless these led to a degree, diploma or certificate); part-time trade course completers; persons who completed vocational programs lasting less than three months; persons who completed vocational programs other than in the skilled trades (e.g. basic training and skill development); completers of provincial apprenticeship programs and those living outside of Canada or the United States at the time of the survey.

Data source

- National Graduates Survey, 1995 and 2000 graduates, Statistics Canada.

Labour market outcomes

Unemployment rates

Tables E.3.1 through E.3.3

This first indicator subset of Indicator E3 presents recent and historical Labour Force Survey (LFS) data on unemployment rates by level of education. Information on trends at the Canada level covers the population aged 15 and over (Table E.3.1), and a 1996-versus-2006 comparison looks at 25- to 29-year-olds in Canada and the provinces (Table E.3.2). Recent data on employment rates among the off-reserve Aboriginal population in Western Canada are also presented (Table E.3.3).

Concepts and definitions

- According to the Labour Force Survey (LFS), the **unemployment rate** refers to the number of unemployed persons expressed as a percentage of the labour force. The unemployment rate for a particular group (level of education, for example) is the number unemployed in that group expressed as a percentage of the labour force for that group. **Unemployed** people are those who, during the LFS reference week, were available for work and were either on temporary layoff, had looked for work in the past four weeks, or had a job to start within the next four weeks.
- Unemployment rates are presented for the following **levels of education**: all levels; less than high school; high school graduate; college or trade; and university graduate.
- **Less than high school** includes individuals having no education or education below high school graduation. **High school graduate** includes high school graduates and individuals who have some postsecondary education (not completed). **College or trade** includes individuals with trade certificate or diploma from a vocational school or apprenticeship training; non-university certificate or diploma from a community college, CEGEP, school of nursing and similar programs at this level; university certificate below bachelor's level. Finally, **university graduate** includes individuals with bachelor's degree or university degree/certificate above bachelor's level.
- The **Aboriginal population** refers to those persons in Western Canada (Manitoba, Saskatchewan, Alberta, and British Columbia) who reported identifying with at least one Aboriginal group; i.e., North American Indian, Métis or Inuit. This LFS definition is based on the individual's own perception of his/her **Aboriginal identity**, similar to the concept used in the Census of Population.

Methodology

- The Labour Force Survey (LFS) unemployment rate is based on a monthly average from January to December. For the 2004 data in Table E.3.3 on the unemployment rate of the off-reserve Aboriginal identity population in Western Canada, the monthly average is from April to December.
- Starting in late 2003 in Alberta, and then in April 2004 for the rest of Western Canada, the LFS added questions to identify Aboriginal respondents living off-reserve with the goal of producing provincial labour market statistics on the Aboriginal population. In 2004, these questions were also asked in the territories, and, as of January 2007, it was extended to all provinces.
- The sample for the Yukon and Northwest Territories is designed to be representative of the working-age population of each territory. Nunavut, on the other hand, has been designed to cover 10 of the largest communities in the region, representing about 70% of all Nunavut residents 15 years of age and over.

  In order to obtain a representative sample of the target population for each territory, the sample for three consecutive months are added. For this reason, estimates for the North are only available as three-month moving averages.
- There are four levels of educational attainment in the PCEIP tables based on LFS data (Tables E.3.1 through E.3.3): less than high school; high school graduate; college or trade; and university graduate. The category of college or trade also includes apprenticeship training and university certificate below bachelor's level. University graduates include those with at least a bachelor's degree. By contrast, the PCEIP tables based on census data present college and trades as two separate levels (Tables E.3.4 and E.3.6). The category of university includes individuals with a university degree or certificate both below and above bachelor's level.
- The unemployment rates for the population aged 15 and over are presented for Canada, by level of education, from 1990 through to 2006. However, the LFS data for 1995 to 1998 have been revised and are slightly different from those previously published in the *Education indicators in Canada: Report of the Pan-Canadian Education Indicators Program 2005.*

Limitations

- The Labour Force Survey (LFS) excludes: persons living on reserves and other Aboriginal settlements in the provinces; full-time members of the Canadian Forces and the institutionalized population. These groups together represent an exclusion of approximately 2% of the population aged 15 and over. The territories are excluded from the Canada total because the Labour Force Surveys conducted in the North are extended pilot projects. Difficulties exist with respect to reaching small communities in the territories, and as a result even within the pilot projects there are areas of the territories that are excluded. As well, since the sample design, rotation pattern and reliability criteria are different from those in the ten provinces, estimates for the territories are not included with the provincial totals, but rather they are calculated and reported separately as a part of each of the extended projects.

  The LFS also excludes residents of institutions (for example, inmates of penal institutions and patients in hospitals or nursing homes who have resided in the institution for more than six months) for conceptual reasons; the LFS is designed to measure the labour force participation in the current labour market. Residents

of institutions are for the most part not able to participate in the labour market and are not economically active. There would also be difficulties associated with the practical implications of sampling and interviewing residents of institutions (for example, access within prisons or interviewing people who are very ill) that would make their inclusion operationally problematic.

There would also be practical difficulties associated with sampling and interviewing full-time members of the armed forces, since many of these persons live in locations that are not accessible for the purposes of conducting the LFS, such as naval vessels, military camps and barracks. While not included in the LFS, the monthly numbers of employed full-time members of the Canadian Forces are available from other administrative sources, such as the Department of National Defence.

Indian reserves have historically been excluded from the LFS due to the serious challenges in contacting and interviewing potential respondents, with many of them living in remote locations not easily accessible to LFS interviewers given the short data collection period each month, and the large effort and cost associated with traveling to these locations.

Data source

- Labour Force Survey, 1990 through 2006, Statistics Canada.

Labour market outcomes

Earnings, Canada and international

Tables E.3.4 through E.3.6

This second indicator subset of Indicator **E3** explores the impact of educational attainment on earnings. Census data for the Canada level are used to examine the distribution of earners and average employment income (Tables E.3.4 and E.3.6). An international perspective presents the relative earnings of employed 25- to 64-year-olds in selected OECD countries (Table E.3.5).

Concepts and definitions

- **Earnings/Employment income** refers to total income received as wages and salaries, net income from a non-farm unincorporated business and/or professional practice, and/or net farm self-employment income.
- The distribution of earnings by educational attainment is presented for the following **levels of earnings**: < $20,000; $20,000 to < $40,000; $40,000 to < $60,000; $80,000 to < $100,000; and $100,000 or more.
- **Educational attainment** measures an individual's highest level of completed schooling, and is sometimes used as a proxy for human capital. For comparisons using census data (Tables E.3.4 and E.3.6), it is classified as:

  less than high school - includes individuals having no education, or education below high school graduation;

  high school - includes high school graduates and individuals who have some postsecondary education (not completed);

  trades - graduates of trade-vocational programs;

  college - graduates of community colleges, CEGEP, schools of nursing and similar programs at this level); and

  university - includes individuals with a university degree or certificate (below or above bachelor's degree).
- For the purpose of international comparison, educational attainment (Table E.3.5) was categorized into: below high school, college, university, and college or university, while the category of high school and trade-vocational education was used as the benchmark for comparison. This is to reflect the educational attainment

classified according to the International Standard Classification of Education (ISCED 97) in Education at a Glance (OECD, 2006: 135) Table A.9.1a:

Below high school - ISCED 0, 1, 2 (below upper secondary education);

High school and trade-vocational education - ISCED 3, 4 (upper secondary and post-secondary non-tertiary education);

College - ISCED 5B (tertiary-type B education); and

University - ISCED 5A/6 (tertiary-type A and advanced research programmes).

- Average employment income by educational level is presented for the following 10 five-year **age groups**: 15 to 19; 20 to 24; 25 to 29; 30 to 34; 35 to 39; 40 to 44; 45 to 49; 50 to 54; 55 to 59; and 60 to 64. An overall figure is also presented.
- The **Organization for Economic Co-operation and Development (OECD)** is a multidisciplinary international body made up of 30 member countries that offers a structure/forum for governments to consult and co-operate with each other to develop and refine economic and social policy. This indicator presents data from 6 OECD countries: Canada, France, Germany, Italy, the United Kingdom and the United States.

Methodology

- Question 51 of the 2001 Census asked those who were 15 years of age and over (excluding institutional residents) about their income received during the calendar year of 2000 from the sources of paid employment (wages and salaries) and self employment (net farm income and net non-farm income from unincorporated business and/or professional practice). Earnings or employment income in Tables E.3.4 and E.3.6 refers to these two sources of income.
- The 2001 Census definition of average employment income refers to the weighted mean total employment income of individuals 15 years of age and over who reported income for 2000. Average income is calculated from unrounded data by dividing the aggregate income of a specified group of individuals (e.g., males 45 to 54 years of age) by the number of individuals with income in that group. Note that the words "mean" and "average" were used interchangeably in the text and tables in this indicator.
- For Table E.3.5, which uses data from the OECD, relative earnings from employment are defined as the mean earnings (income from work before taxes) of persons at a given level of educational attainment divided by the mean earnings of persons with high school or trade-vocational diplomas. This ratio is then multiplied by 100. The earnings estimates generally cover the full reporting year for all persons with earnings from employment during that period.

Limitations

- The source of Table E.3.5 is the 2006 *Education at Glance*. The data that Canada submits to the OECD are from the Survey of Labour and Income Dynamics (SLID). On the other hand, Tables E.3.4 and E.3.6 are based on the 2001 Census. With regard to the collection of information on the employment income, the two sources differed in terms of coverage and sample size.

- The target population of SLID consists of all persons living in Canada, but excludes the following groups of people: residents of the Yukon, the Northwest Territories and Nunavut, residents of institutions and persons living on Indian reserves, and military personnel living in barracks. Overall, these exclusions amount to less than 3% of the population. The samples of SLID are selected from the monthly Labour Force Survey and thus share the LFS sample design. The SLID samples are composed of two panels. Each panel consists of two LFS rotation groups and includes roughly 15,000 households. Demographic information was collected for every member of the household while data on employment income, education and labour were collected for persons aged 16 and over in the household.
- On the other hand, however, the 2001 Census provides complete coverage of the Canadian population, including households of diplomatic personnel and other Canadian government employees living outside Canada. It also includes persons living the three Territories. In most parts of Canada, every fifth household receives the long census form (2B), which contains the questions from which employment income data are derived. On Indian reserves and in northern and remote areas, all households receive the long census form to improve the precision of the data on populations that are considered too small to be sampled.

Data sources

- Census of Population, 2001, Statistics Canada.
- *Education at a Glance*, 2006 edition, (Table A.9.1a), OECD Publishing, Organisation for Economic Co-operation and Development, Paris.

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Appendix 1

Data sources used for PCEIP 2007

This following alphabetical list provides a brief overview of each data source used for the 2007 (fifth) edition of *Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program.* Most data are from Statistics Canada surveys or other Statistics Canada databases, publications or products. More information on these data sources can be obtained by contacting:

Contact: Client Services, Centre for Education Statistics, Statistics Canada

Telephone: 1-800-307-3382 (toll free)

(613) 951-7608

Fax: (613) 951-4441

Email: educationstats@statcan.ca

Data from the Organisation for Economic Co-operation and Development (OECD) and the Council of Ministers of Education, Canada (CMEC) have also been used for the 2007 PCEIP report; the contact information is included with the descriptions.

Census of Population

Census Operations Division, Statistics Canada

Objective: To provide, at a single point in time, a detailed portrait of the demographic, social, and economic conditions of the population, and on its housing units.

Target population: The entire Canadian population, defined as Canadian citizens (by birth or by naturalization), landed immigrants and non-permanent residents, together with family members who live with them. Non-permanent residents are people living in Canada who have a Minister's permit, a student or employment authorization, or who are claiming refugee status. The census does not count foreign residents (government representatives

of another country attached to an embassy or other diplomatic body in Canada and their families, members of the Canadian Forces of another country stationed in Canada and their families, and persons temporarily visiting). The census also counts Canadian citizens and landed immigrants who are temporarily outside the country on Census Day. This includes federal and provincial government employees working outside Canada, Canadian embassy staff posted to other countries, members of the Canadian Forces stationed abroad, and all Canadian crew members of merchant vessels.

Frequency: Every five years; the most recent census was conducted in 2006, and the next census will be held in 2011.

Notes: 1991, 1996 and 2001 Census data were used for Tables A.2.1 through A.2.5 and A.4.1 through A.4.4.

In both 1996 and 2001, for some Indian reserves and settlements, enumeration was not permitted, or was interrupted before it could be completed. This resulted in 77 incompletely enumerated reserves and settlements (with an estimated population of 44,000) in 1996, and 30 incompletely enumerated reserves and settlements (with an estimated population of 30,000 to 35,000) in 2001. These people, most of whom were registered Indians, are not included in the data. Consequently, the impact of incomplete enumeration is greatest on data for North American Indians and for persons registered under the *Indian Act*. The impact of the missing data tends to be small for national-level and most provincial-level statistics, but it can be significant for some smaller areas.

The census is distributed both on- and off-reserve. Form 2D, the Northern and Reserves Questionnaire, specifically gathers information on all households in northern areas and on most Indian reserves, Indian settlements, Indian government districts and *terres réservées*. A list of the reserves that did not participate or for which the quality of the data was deemed unacceptable is provided in each census product.

Community College Student Information System (CCSIS)

Centre for Education Statistics, Statistics Canada

Objectives: This database, now inactive, provided enrolment and graduate statistics for postsecondary programs at community colleges. Various demographic and program-related characteristics of students and graduates were also available.

Target population: The Community College Student Information System (CCSIS) covered all students registered for programs eligible for academic credit in a postsecondary diploma, certificate, or university transfer/university level program in community colleges in the provinces and territories. A secondary school completion or equivalent was the normal prerequisite for entry into the postsecondary programs covered by this survey. The "général" program at Quebec institutions, the completion of which is a prerequisite for entry into universities, was included. Students registered in co-op programs who were on a work

assignment at the time of the survey were included in the enrolment counts as were students registered for diplomas or certificates awarded by a professional body, if such programs formed part of the regular offerings of the institution.

Frequency: Annual, 1969/1970 through 1999/2000; inactive.

Notes: In 2000, the Postsecondary Student Information System (PSIS), formerly the Enhanced Student Information System (ESIS), began to replace CCSIS and other postsecondary enrolment and graduate surveys, offering common variables for all levels of postsecondary education. Although most institutions are already reporting under PSIS, some are still in the process of implementing this new system. During this transition period, these institutions are reporting their data via the surveys that PSIS is replacing, such as CCSIS. This has limited the data that are currently available, particularly at the college level.

Education at a Glance, 2006 and earlier

Organisation for Economic Co-operation and Development (OECD)

Education at a Glance – OECD Indicators is an annual OECD publication, first published in 1992. It contains data and analysis for over 30 indicators that provide insights into the functioning of education systems including the operation, evolution, and impact of education, and that reflect emerging issues on national policy agendas. The OECD indicators allow international comparisons that help countries see their systems in light of other countries' performances. More information is available on the OECD Web site, at www.oecd.org.

Elementary-Secondary Education Statistics Project (ESESP)

Centre for Education Statistics, Statistics Canada

Objectives: The Elementary-Secondary Education Statistics Project (ESESP) is a national survey that enables Statistics Canada to provide information on enrolments (including minority and second language programs), graduates, educators and finance of Canadian elementary-secondary public educational institutions. This information is used mainly to meet policy and planning needs in the field of elementary-secondary education.

Target population: Annually, the department or ministry of education in each jurisdiction sends data pertaining to enrolments, graduates, educators and finance of the public elementary-secondary schools under their jurisdictions to Statistics Canada. ESESP is a census of all provinces and territories. The frame used is the list of all provinces and territories.

Frequency: Annual; reference period – September (or as close as possible thereafter) of the school year.

Notes: Statistics Canada first introduced ESESP in 2003. The goal of this project is to collect elementary-secondary expenditure data. It has replaced the following surveys that were used for the collection of enrolment, graduate, and educator data:

- Elementary-Secondary School Enrolment Survey
- Minority and Second Language Education
- Secondary School Graduates Survey
- Elementary-Secondary Education Staff Survey.

Estimates of Canadian Research and Development Expenditures (GERD), Canada, 1995 to 2006, and by province 1995 to 2004

Statistics Canada Catalogue No. 88F0006XIE2006009

Science, Innovation and Electronic Information Division (SIEID), Statistics Canada

This publication presents the national gross domestic expenditures on research and development (GERD) from 1995 to 2006, as well as the provincial GERD from 1995 to 2004.

Financial Statistics of Community Colleges and Vocational Schools (FINCOL)

Centre for Education Statistics, Statistics Canada

Objectives: This survey collects financial information (income and expenditures) from non-degree-granting community colleges and public vocational schools.

Target population: All non-degree-granting community colleges and public vocational schools in the provinces and territories that offer educational programs at the postsecondary level and/or vocational level (private institutions that only offer courses at the vocational level however are not covered).

Frequency: Annual, since 1982.

International Adult Literacy and Skills Survey (IALSS)

Special Surveys Division, Statistics Canada

Objectives: The 2003 International Adult Literacy and Skills Survey (IALSS) is the Canadian component of the Adult Literacy and Life Skills Survey (ALL). The main purpose of the survey was to find out how well adults use printed information to function in society.

Target population: IALSS is a sample survey with a cross-sectional design, representing Canadian adults aged 16 and over not residing in institutions or on Indian reserves. In addition to provincial and territorial estimates, the survey was designed to provide reliable estimates for a variety of special target populations such as recent and established immigrants, francophones in New Brunswick, Manitoba and Ontario, anglophones in Quebec, urban Aboriginals in Manitoba and Saskatchewan, youth in Quebec and British Columbia, and Aboriginal residents in the three territories.

Frequency: Occasional.

Notes: In each of the seven participating countries, nationally representative samples of adults aged 16 to 65 were interviewed and tested at home, using the same psychometric test to measure prose and document literacy, as well as numeracy and problem-solving skills.

Labour Force Survey (LFS)

Labour Statistics Division, Statistics Canada

Objectives: To collect labour force information from the civilian, working-age population of Canada in order to provide estimates of the number and characteristics of the employed, unemployed, and persons not in the labour force. The data are used to publish monthly standard labour market indicators. Data are also collected on a wide range of variables concerning the respondents' household and family, and individual characteristics such as educational attainment and school attendance.

Target population: The LFS covers the civilian, non-institutionalized population 15 years of age and over. Persons living on Indian reserves, full-time members of the Canadian Forces and inmates of institutions (e.g., hospitals, prisons, and long-term care facilities) are excluded. Basic demographic information is also collected for all members of the selected household, regardless of age.

Frequency: Monthly; data are available from 1966.

Notes: The LFS was redesigned in 1976 and in 1997; however, most data are historically consistent. The 1997 redesign resulted primarily in the addition of new questions relating to labour conditions and a restructured question flow in order to take advantage of computer-assisted interviewing software. In addition, the 1990 LFS questionnaire introduced revised questions on the educational attainment variable and therefore these data are not directly comparable with those collected prior to 1990. Beginning with the 1990 survey, data on primary and secondary education reflects the highest grade completed rather than attended. A question on high school graduation was also added because, before 1990, no attempt was made to determine if respondents whose highest level was Grade 11 to 13 had actually graduated. Also with the 1990 questionnaire, any education that could be counted towards a degree, certificate or diploma from an educational institution is taken as postsecondary education. Prior to this revision, postsecondary education was limited to education that normally requires high school graduation (thereby failing to pick-up on much trade-vocational education as this does not always require high school education). Finally, the changes introduced with the 1990 questionnaire allow more information to be collected on the type of postsecondary education.

Starting in late 2003 in Alberta, and then in April 2004 for the rest of Western Canada, the LFS added questions to identify Aboriginal respondents living off-reserve. The Aboriginal identify questions were also asked in the territories

in 2004. The question on Aboriginal identity was extended to all provinces in January 2007.

Indian reserves have historically been excluded from the LFS due to the serious challenges in contacting and interviewing potential respondents, with many of them living in remote locations not easily accessible to LFS interviewers given the short data collection period each month, and the large effort and cost associated with traveling to these locations.

Main Science and Technology Indicators

Organisation for Economic Co-operation and Development (OECD), 2006/1, Table 2

OECD Main Science and Technology Indicators: This biannual publication provides a set of indicators that reflect the level and structure of the efforts undertaken by OECD member countries and nine non-member economies (Argentina, China, Israel, Romania, Russian Federation [a member country as of 2007], Singapore, Slovenia, South Africa, Chinese-Taipei) in the field of science and technology. The indicators cover the resources devoted to R&D, patent families, technology balance of payments and international trade in highly R&D-intensive industries. Also presented are the underlying economic series used to calculate these indicators. Series are presented for a reference year and for the last six years for which data are available. More information is available on the OECD Web site www.oecd.org.

National Graduates Survey (NGS)

Centre for Education Statistics, Statistics Canada

Objectives: The National Graduates Survey (NGS) was designed to measure the labour market outcomes of graduates from Canadian public university, community college, and trade-vocational programs, two and five years after graduation.

Target population: Graduates from Canadian postsecondary education institutions (universities, colleges, trade schools) who graduated or completed the requirements for degrees, diplomas or certificates during the reference calendar year. Excluded are: graduates from private postsecondary education institutions; completers of continuing education programs (unless these led to a degree, diploma or certificate); part-time trade course completers; persons who completed vocational programs lasting less than three months; persons who completed vocational programs other than in the skilled trades (e.g., basic training and skill development); completers of provincial apprenticeship programs and those living outside of Canada or the United States at the time of the survey.

Frequency: Occasional.

Notes: Each graduating class is interviewed twice: two years after graduation (NGS) and five years after graduation (Follow-up of Graduates Survey, or FOG). To date, five graduating classes (1982, 1986, 1990, 1995 and 2000) have been surveyed two and five years after graduation:

National Longitudinal Survey of Children and Youth (NLSCY)

Special Surveys Division, Statistics Canada

Objectives: The National Longitudinal Survey of Children and Youth (NLSCY) was designed to follow the same group of children over several years to study their development and well-being from birth to early adulthood. The survey was developed to collect information about factors influencing a child's social, emotional and behavioural development and to monitor the impact of these factors on the child's development over time. The NLSCY covers a comprehensive range of topics including the health of children, information on their physical development, learning and behaviour, as well as data on their social environment (family, friends, schools and communities).

Target population: The non-institutionalized, civilian child population in Canada's 10 provinces. The children sampled by the NLSCY do not include people living on Indian reserves or Crown lands, residents of institutions, full-time members of the Canadian Forces, and residents of some remote regions.

Frequency: Biennial, starting in 1994/1995.

Notes: The NLSCY sample permits results to be reported for the general population of children aged 0 to 5 years in addition to the longitudinal results.

Population and demography

Demography Division, Statistics Canada

Estimates of Population, by Age Group and Sex, Canada, Provinces and Territories. This estimates program is used in the calculation of demographic, social and economic indicators (fertility rates, mortality rates, nuptiality rates, divorce rates, unemployment rates, school enrolment rates, etc.) in which the population, or a part thereof, serves as the denominator. These data are used in calculation of weights for use in Statistics Canada's Surveys (Labour Force Survey, General Social Survey, Survey of Labour and Income Dynamics, etc.). They are also used in the determination of the annual level of immigration by the Government of Canada. In addition, the data are used as base population for Statistics Canada's population projections. Estimated population counts play a vital role under the "Federal-Provincial Fiscal Arrangements and Federal Post-Secondary Education and Health Contributions Act" and the "Canada Student Loans Act" in determining the amounts of federal-provincial/territorial transfers.

Notes: Used for the 1991 to 2005 estimates of population in Table A.1.1, "Estimates and projections, population aged 0 to 29, Canada and jurisdictions, 1991 to 2031."

Population Projections for Canada, Provinces and Territories, 2005 to 2031 (Statistics Canada Catalogue No. 91-520-XWE, December 2005) by Alain Bélanger, Laurent Martel and Éric Caron-Malenfant. This report presents population projections for Canada, the provinces and territories for the period 2005 to 2056. Results are available for provinces and territories by age and sex to the year 2031 and for Canada as a whole to the year 2056. The components method was used. For each component of population growth, one or more assumptions were made regarding how that component would evolve in the future. These assumptions, when combined, form a number of projection scenarios. In all, there are three assumptions each on fertility,

mortality and immigration and four assumptions on interprovincial migration; in combination, these assumptions generate 108 scenarios on the future course of population change. To keep the document a reasonable size, the results of only six scenarios are presented in detail. These six scenarios provide a range of high, medium and low population growth projections for the various provinces and territories.

Notes: Used for the 2006 to 2031 population projections in Table A1.1,."Estimates and projections, population aged 0 to 29, Canada and jurisdictions, 1991 to 2031."

Projections of the Aboriginal Populations, Canada, Provinces and Territories: Detailed Statistical Tables, 2001 to 2017 (Statistics Canada Catalogue No. 91-547-SCB) These statistical tables present annual data from 2001 to 2017 for the following Aboriginal groups: North American Indians, Métis, and Inuit, covering place of residence (reserve, census metropolitan area, urban non-census, metropolitan area, rural) and age groups and sex.

Notes: Used for the population projections of the Aboriginal populations in Table A1.2, "Estimates and projections, population aged 0 to 29 with Aboriginal identity, Canada and jurisdictions, 2001 to 2016."

Postsecondary Student Information System (PSIS)

Centre for Education Statistics, Statistics Canada

Objectives: The Postsecondary Student Information System (PSIS), formerly the Enhanced Student Information System (ESIS), is a national survey that enables Statistics Canada to provide detailed information on enrolments in and graduates of Canadian public postsecondary education institutions in order to meet policy and planning needs in the field of postsecondary education.

PSIS collects information pertaining to the programs and courses offered at an institution, as well as information regarding the students and the program(s) and courses in which they are registered, or from which they have graduated. PSIS was also designed to collect data on continuing education; this information is available from the cross-sectional files.

PSIS creates a unique longitudinal record for each postsecondary student in Canada that will, in turn, provide a history of flows taken by a student as he/she progresses through the education system. Upon commitment from all postsecondary education institutions, PSIS will become a means of following students throughout their academic careers in order to build a comprehensive picture of student flows; that is, their mobility and pathways within Canadian postsecondary education institutions. Mobility refers to geographic movement. Pathways refer to movement between fields of study, levels of education, and registration status (full-time and part-time).

Target population: The frame used is the list of Canadian public postsecondary institutions (universities, community colleges and trade and vocational training centres) compiled by the Centre for Education Statistics of Statistics Canada. Information is collected from Canadian postsecondary institutions (the

collection units). Each institution sends data pertaining to their programs and their students. PSIS is a census of all students and graduates of all Canadian public postsecondary institutions.

Frequency: Annual.

Notes: In 2000, PSIS began to replace the University Student Information System, the Community College Student Information System, and the Trade/Vocational Enrolment Survey with a single survey offering common variables for all levels of postsecondary education. Historical enrolment and graduate data from the previous surveys have been converted using PSIS variable definitions and codesets to maintain the historical continuity of the statistical series. Although most institutions are already reporting under PSIS, some are still in the process of implementing this new system. During this transition period, these institutions are reporting their data via the surveys that PSIS is replacing. This has limited the data that are currently available, particularly at the college level.

Programme for International Student Assessment (PISA)

Organisation for Economic Co-operation and Development (OECD)

Objectives: The Programme for International Student Assessment (PISA) is a collaborative effort among OECD member countries that assesses youth outcomes in three domains—reading literacy, mathematical literacy, and scientific literacy—through common international tests. The PISA assessment is intended to go beyond the testing of school-based curriculum in order to assess to what degree students approaching the end of their compulsory education have mastered the knowledge and skills in each of the literacy domains that are essential for full participation in society. More specifically, PISA aims to answer the following questions:

- How well are young adults prepared to meet the challenges of the future?
- Are they able to analyze, reason and communicate their ideas effectively?
- Do they have the capacity to continue learning throughout life?
- Are some kinds of teaching and school organization more effective than others?

Target population: Individuals 15 years of age who were attending school in one of Canada's 10 provinces. Students of schools located on Indian reserves were excluded, as were students of schools for those with severe learning disabilities, schools for blind and deaf students, and students who were being home schooled. To date, the territories have chosen not to participate in PISA.

Frequency: Every three years with major testing domains as follows:

- 2000: reading
- 2003: mathematics
- 2006: science

Contact: Coordinator, Assessment
Council of Ministers of Education,Canada (CMEC)
Tel.: (416) 962-8100
See www.cmec.ca for more information.

Provincial Expenditures on Education in Reform and Correctional Institutions

Centre for Education Statistics, Statistics Canada

Objectives: The survey is used to supplement data collected from the Provincial Public Accounts on provincial/territorial expenditures on education, which are used in the determination of total consolidated expenditures on education in Canada and published in various Statistics Canada publications.

Target population: Reform and correctional institutions in the provinces and territories.

Frequency: Annual, since 1970/1971.

Public Institutions Division

Statistics Canada

Public Institutions Division's statistical program is designed to measure and analyze the economic dimensions of the public sector of Canada, including its profile.

The economic dimensions consist of revenues and expenditures, assets and liabilities, debt and employment-related statistics of public sector entities. In order to measure properly the public sector, the Division must maintain an up-to-date profile of the public sector universe. The public sector includes all entities such as government departments, establishments or funds, which political authorities at all levels use to implement their social and economic policies. Government business enterprises are also part of the public sector universe.

The public sector does not include supra-national bodies such as agencies of the United Nations or other international organizations that may exist and operate within Canada.

Registered Apprenticeship Information System (RAIS)

Centre for Education Statistics, Statistics Canada

Objectives: This survey gathers information on individuals who receive training and those who obtain certification within a trade where apprenticeship is being offered. RAIS compiles data on the number of registered apprentices taking in-class and on-the-job training in trades that are either Red Seal or non-Red Seal and where apprenticeship is either compulsory or voluntary. It also compiles data on the number of provincial and interprovincial certificates granted to apprentices or tradespersons.

Target population: The survey covers registered apprentices taking in-class and on-the-job training in trades that are either Red Seal or non-Red Seal and where apprenticeship training is either compulsory or voluntary. It also covers apprentices or tradespersons who are granted provincial and interprovincial certificates. In RAIS, a tradesperson is an individual who received training within a trade where apprenticeship training is voluntary and did not register for the apprenticeship training but succeeded in obtaining their certificate within that trade.

Frequency: Annual. Since 1991, individual record data have been collected; from 1980 to 1990, aggregate data by trades was collected.

School Achievement Indicators Program (SAIP)

Council of Ministers of Education, Canada (CMEC)

Objectives: The provinces and territories, through CMEC, developed the School Achievement Indicators Program (SAIP) to assess the performance of 13- and 16-year-old students in mathematics content and mathematics problem solving, reading and writing, and science. SAIP presented achievement results for Canada as a whole and for each participating province and territory. SAIP also provided results for the English and French school systems within a jurisdiction. Beginning with the 1999 science assessment, SAIP began to collect contextual information on student performance to help interpret and explain the achievement results.

Target population: Students in the 10 provinces and 3 territories aged 13 and 16 (i.e., those students who reached their 13th or 16th birthdays between September 1 and August 31 of the previous year).

Frequency: SAIP was a cyclical program of student assessment with the following schedule:

Mathematics	Reading and Writing	Science
1993	1994	1996
1997	1998	1999
2001	2002 (writing)	2004

Notes: The SAIP science assessment of 2004 was the last SAIP test administered. Starting in 2007, the new Pan-Canadian Assessment Program (PCAP) is being introduced.

Contact: Coordinator, Pan-Canadian Assessment Program
Council of Ministers of Education,
Canada (CMEC)
Tel.: (416) 962-8100
See www.cmec.ca for more information.

Science, Innovation and Electronic Information Division (SIEID), Science and Innovation Surveys Section

Statistics Canada

With support from government and industry partners, the Science, Innovation and Electronic Information Division (SIEID) focuses on the development of statistical measures and indicators that facilitate the analysis of the economic and social impacts of the following activities:

- science and technology activities
- industrial research and development
- human resources and intellectual property
- advanced technologies
- innovation
- biotechnology
- e-commerce
- telecommunications
- broadcasting
- information society, research and analysis

Secondary School Graduates Survey

Centre for Education Statistics, Statistics Canada

Objectives: This survey collected data on secondary school graduates, by age and sex, for youths in regular high school programs.

Target population: This survey collected data on all graduates of regular high school programs. Graduates from upgrading programs for out-of-school adults, sometimes leading to "equivalency" certification but in other cases leading to regular high school graduation certification, were not included. Youths younger than 20 years of age were defined as "regular high school" students.

Frequency: Annual; now inactive.

Notes: The survey was discontinued after the 2002/2003 reference year, when the Elementary-Secondary Education Statistics Project (ESESP) began collecting these data.

Survey of Colleges and Institutes

Centre for Education Statistics, Statistics Canada

Objectives: This program collects full-time aggregate public college and institute enrolment and graduate data.

Target population: The survey covers enrolment in publicly funded colleges and institutes only. Universities are excluded. Colleges and institutes are institutions created under the authority of either a province's Colleges Act or equivalent, or under a Societies Act or equivalent, with education as a primary purpose. These institutions offer certificate, diploma, and transfer or continuing

education programs, as well as professional development programs.

Frequency: Annual (on a provisional basis). To date, data for the 2003/2004 and 2004/2005 reference years have been collected.

Notes: A longer time series of data on enrolment in public colleges and institutes is dependent on the possibility of producing historical revisions to the college data that have been traditionally collected by Statistics Canada from individual student records using PSIS and its precursors.

Survey of Consumer Finances (SCF)

Income Statistics Division, Statistics Canada

Objectives: The Survey of Consumer Finances (SCF) was conducted annually, through the 1997 reference year, to obtain work experience and income information from Canadian households. The SCF provided up-to-date information on the distribution and sources of income, before and after taxes, for families and individuals. It was the source for estimates of income and low income in the population.

Target population: All individuals aged 15 and over residing in households in the 10 provinces with income (i.e., earnings, investment income, government transfer payments, retirement income, or other income) during the reference year, excluding residents of the territories, Indian reserves and institutions (e.g., prisons, hospitals, and long-term care facilities), and full-time members of the Canadian Forces.

Frequency: Annual; inactive (ended with the 1997 reference year).

Notes: The SCF was replaced by the Survey of Labour and Income Dynamics (SLID) beginning with the 1998 reference year. Results from the two surveys have been compared in detail to assess the differences and the impact on time-series consistency. Essentially, the two surveys tell the same story with respect to low income and income distribution.

Survey of Federal Government Expenditures in Support of Education (FEDEX)

Centre for Education Statistics, Statistics Canada

Objectives: This survey collects data on direct federal government financial support for education at all levels by department and by province/territory. The result is a dataset on actual and estimated federal spending on education. These data are also used to reconcile financial data from other sources. For example, these data provide a basis for verification of grant data as reported by institutions and for the consolidation of education expenditures.

Target population: Federal government departments, agencies, commissions, boards and crown corporations that are part of the *Public Service Staff Relations Act* and the *Financial Administration Act*.

Frequency: Annual, beginning in 1982/1983.

Survey of Financial Information of Universities and Colleges (FIUC)

Centre for Education Statistics, Statistics Canada

Objectives: Detailed data are collected on the revenue and expenditures of universities and degree-granting institutions in Canada. This survey is similar to the Survey of Financial Statistics of Community Colleges and Vocational Schools, but the university survey includes information on research and development expenditures; in fact, it is the principal source of R&D expenditures estimates in the university sector as they are reported in Canada and reported internationally for Canada.

Target population: All degree-granting universities and university-colleges in Canada.

Frequency: Annual, since 1972/1973.

Survey of Financial Statistics of Private Elementary and Secondary Schools (FinPESS)

Centre for Education Statistics, Statistics Canada

Objectives: This survey collects financial data from private elementary and secondary schools in Canada; these data form part of total elementary and secondary revenues and expenditures. The data are also used to estimate private school expenditures for years when no survey is conducted.

Target population: Private elementary and secondary schools in the provinces and territories.

Frequency: Every three years including 2003/2004. Annual estimates are produced for the non-survey years.

Survey of Household Spending (SHS)

Income Statistics Division, Statistics Canada

Objective: Collects detailed information on spending in Canadian households, including expenditures, income, and changes in assets and debts between January 1 and December 31 of the reference year. Also gathers information about dwelling characteristics and the household equipment owned as of December 31 of the reference year. The Survey of Household Spending (SHS) is used as a data source for a number of Statistics Canada products, and to determine low-income cutoffs.

Target population: The SHS is carried out in private households of all sizes, for individuals or families. The following groups are excluded: individuals living on Indian reserves or Crown lands; official representatives of foreign countries living in Canada and their families; members of religious and other communal colonies; people living in residences for senior citizens; persons living full-time in institutions (e.g., inmates of penal institutions or chronic care patients living in hospitals and nursing homes); and members of the Canadian Forces living in military camps.

The population of the territories is included in the 1997, 1998, and 1999 reference years and every second year thereafter starting with 2001. In the territories, individuals living in very small communities (generally consisting of fewer than 100 households) or in unorganized areas are excluded from the target population.

Frequency: Annual, beginning with the 1997 reference year.

Notes: The SHS integrates most of the content found in the Family Expenditure Survey (FAMEX) and the Household Facilities and Equipment Survey. Many data from these two surveys are comparable with data from the SHS; however, some differences related to methodology, data quality and definitions must be considered before making comparisons. The last FAMEX survey covered the 1996 reference year.

Survey of Labour and Income Dynamics (SLID)

Income Statistics Division, Statistics Canada

Objectives: The Survey of Labour and Income Dynamics (SLID) is a longitudinal survey that follows the same individuals and households for six years, tracking their educational and labour market experiences, and changes in income and family dynamics. As changes in labour and income situations can be closely related to family and personal characteristics, SLID is designed to collect extensive information on areas such as socio-demographic background, education, family composition, activity limitation, and geographic mobility, and changes in these factors. Although SLID is first and foremost a longitudinal survey, it also generates cross-sectional data, including estimates of the number of people with a job or experiencing a period of unemployment at some time during the year, and annual wage distributions.

Target population: Individuals in the 10 provinces, excluding residents of institutions and persons living on Indian reserves. The labour and income questions are intended for people aged 16 to 69; for the longitudinal component, basic demographic information is also collected for people 15 years of age and under and those 69 and older.

Frequency: Annual, since 1993.

Notes: Starting with the 1998 reference year, SLID took over from the Survey of Consumer Finances (SCF) in producing the annual, or cross-sectional, income statistics, in addition to continuing the production of longitudinal data, which began with the first SLID survey in 1993.

Every few years, estimates produced by the combined program of SLID and the Survey of Consumer Finances (SCF) are revised. The 2003 revision is the result of three modifications: (1) all estimates, back to 1990, were adjusted to population projections based on the 2001 Census population counts; (2) starting with 1990 estimates, wages and salaries were benchmarked to the distribution of wages and salaries derived from the T4 statement of remuneration remittance file; and (3) the 1992-base low income cut-offs (LICOs) themselves have been revised, resulting from a revision of the 1992 Family Expenditure Survey. SLID and SCF estimates were revised from 1980. These changes have an impact on levels of low-income statistics.

Survey of Uniform Financial System–School Boards

Centre for Education Statistics, Statistics Canada

Objectives: This survey looks at the revenues and expenditures of school boards, aggregated at the jurisdictional level. Board revenues can be examined by sources of funds (e.g., local taxation), whereas expenditures can be examined by function (e.g., administration, instruction), and detailed classification (e.g., salaries and compensations, supplies and services).

Target population: All school boards in the provinces and territories.

Frequency: Annual.

Trade-Vocational Enrolment Survey (TVOC)

Objectives: This database gathered information on enrolments in trade/vocational training programs offered by community colleges and related institutions in Canada.

Target population: The survey captured information on all full-time students of trade-vocational and preparatory programs offered by community colleges and public trade-vocational schools in the provinces and territories.

Frequency: Annual through 1999/2000; now inactive.

Notes: Aggregate trade/vocational information are available from 1983/1984; individual micro-data were requested beginning in 1992/1993. The survey was discontinued after the 1999/2000 reference period (the academic year), when the Postsecondary Student Information System (PSIS) began collecting these data.

Tuition and Living Accommodation Costs for Full-time Students at Canadian Degree-granting Institutions, Survey of (TLAC)

Centre for Education Statistics, Statistics Canada

Objectives: The survey collects information on tuition fees and living accommodation costs at all universities and degree-granting colleges in Canada. The data are used to analyze and assess the cost students can incur while attending full-time, for future planning and setting of new rates, as well as assessing the effects of an increase in rates.

Target population: All degree-granting postsecondary institutions, i.e., universities and university-colleges in Canada.

Frequency: Annual.

University and College Academic Staff System (UCASS)

Centre for Education Statistics, Statistics Canada

Objectives: This database presents a national picture of the socio-economic characteristics of full-time teaching staff in degree-granting institutions.

Target population: Full-time teaching staff in degree-granting institutions who have a teaching assignment and are under contract for 12 months or more are covered. Administrative and support staff and librarians are excluded, as are staff solely engaged in research. Teaching and research assistants are also excluded.

Frequency: Annual.

University Student Information System (USIS)

Centre for Education Statistics, Statistics Canada

Objectives: This database, now inactive, was replaced by the Postsecondary Student Information System (PSIS) in 2000. It provided Canada-wide enrolment and graduate statistics from degree-granting universities and colleges. The data collected revealed a general profile of students and their programs, including sex, age, citizenship, geographic source of student, the level and field of study, type of attendance (full-time, part-time), and year of graduation.

Target population: The target population for the enrolment statistics was all students enrolled in degree-granting institutions in Canada in programs leading to a degree, diploma or certificate. This included students enrolled in courses as well as students who had completed their course requirements and who were engaged in thesis writing or research. Those students who were taking courses eligible for credit but who were not seeking a degree, diploma or certificate (e.g., auditors) were also included. The target population for the graduate statistics was all students who had received a degree, diploma, or certificate during the calendar year ending in December.

Frequency: Annual; inactive. Enrolment data are available from the 1972/1973 academic year to the 1999/2000 academic year. Graduate data are available from 1970 to 1999.

Notes: In 2000, the Postsecondary Student Information System (PSIS), formerly the Enhanced Student Information System (ESIS), began to replace USIS and other postsecondary enrolment and graduate surveys, offering common variables for all levels of postsecondary education. Although most institutions are already reporting under PSIS, some are still in the process of implementing this new system. During this transition period, these institutions are reporting their data via the surveys that PSIS is replacing, such as USIS. This has limited the data that are currently available, particularly at the university level.

Youth in Transition Survey (YITS)

Centre for Education Statistics, Statistics Canada

Objectives: To better understand the major transitions in the lives of youth, particularly their pathways from high school to postsecondary education and training, and the initial transition from schooling to the labour market. The Youth in Transition Survey (YITS) has several broad objectives:

- to examine key transitions in the lives of youth, such as the transition from high school to postsecondary schooling and the initial transition from schooling to the labour market;
- to better understand educational and labour market pathways and the factors influencing these pathways;
- to identify educational and occupational pathways that provide a smoother transition to the labour market;
- to examine the incidence, characteristics, factors and effects of leaving school;
- to understand the impact of school effects on educational and occupational outcomes;
- to examine the contribution of work experience programs, part-time jobs, and volunteer activities to skill development and transition to the labour market;
- to study the attitudes, behaviours, and skills of young people entering the labour market;
- to gain a better understanding of the determinants of postsecondary entry and postsecondary retention, including educational financing,
- to better understand the role of educational and labour market aspirations and expectations in investment in further education and career choice; and
- to explore the educational and occupational pathways of various sub-groups, particularly youth "at risk."

Target population: Based on its longitudinal design, YITS surveys two cohorts of youth every two years. The target population for cohort B comprises residents of the 10 provinces of Canada who were born between 1979 and 1981. These individuals were 18- to 20-years-old during 1999, the reference year for cycle 1, and were 22 to 24 during 2003, the reference year for cycle 3.

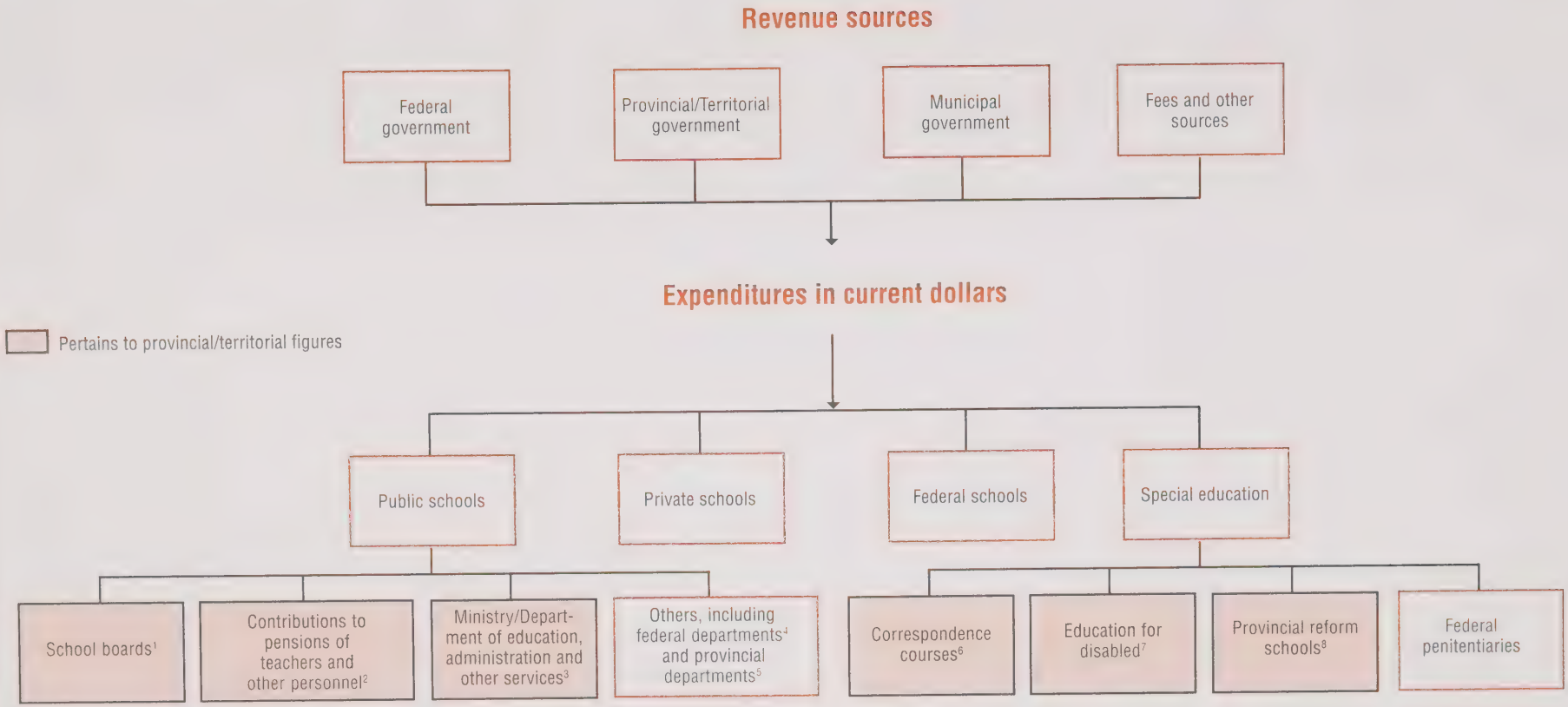
The target population for cohort A comprises persons who were born in 1984 and in the 1999/2000 school year were attending any form of schooling in the provinces of Canada. These individuals were 15-years-old in 1999 (in cycle 1) and 19 years of age during 2003, the reference year for cycle 3. The sample for cohort A was school-based, with schools selected in the first stage of sampling, and students selected from these schools in the second stage of sampling. Schools in the northern territories and on Indian reserves were excluded. Some school- and student-level exclusions were made in the sampling. However, exclusions of all types represented in total, less than 5 % of the national desired target population.

Frequency: Every two years.

Notes: The sample design for cohort B was determined to a large degree by the sample design of the Labour Force Survey (LFS). As is the case with the LFS, cohort B, excludes residents of Yukon, Nunavut, and the Northwest Territories, persons living on Indian Reserves, full-time members of the Canadian Forces and inmates of institutions. These groups together represent an exclusion of approximately 2% of the population aged 15 or over.

Figure 1

Revenue sources and components of expenditures for elementary and secondary education



Appendix 2

1. Ministry/department of education: Adjustments have been made in most provinces/territories to standardize fiscal year ends.
2. Ministry/department of education (public accounts) and/ or "provincial/territorial estimates".
3. Ministry/department of education. Adjustments or estimates are made in some provinces/territories where the elementary/secondary administration amount is not separated out in the public accounts or the provincial/territorial estimates.
4. For example, Department of National Defense and Indian and Northern Affairs schools.
5. Other than the departments of education.
6. In some provinces/territories, may include expenditures on correspondence courses incurred by other ministries/departments, not only ministry/department of education.
7. In some provinces/territories, may include expenditures on special courses for the disabled incurred by other ministries/departments, not only the ministry/department of education.
8. Information on reform schools is obtained by a survey sent to various ministries/departments of justice, correctional services, penitentiaries or other reform school related administrative bodies.

Appendix 3

Basic reference statistics

	Can.	N.L.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Y.T.	N.W.T.	Nvt.
						index (2001 calendar year = 100, 2002 calendar year = 100 for Nunavut)								
Consumer Price Index (calendar years)														
1999	**94.9**	96.1	93.6	94.8	95.2	95.4	94.3	95.0	94.5	94.4	96.5	95.9	96.7	..
2000	**97.5**	99.0	97.5	98.2	98.3	97.7	97.0	97.4	97.0	97.8	98.4	98.0	98.4	...
2001	**100.0**	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	...
2002	**102.2**	102.4	102.7	103.0	103.4	102.0	102.0	101.6	102.8	103.4	102.3	100.7	102.9	100.0
2003	**105.1**	105.4	106.4	106.5	106.9	104.6	104.8	103.4	105.2	108.0	104.5	102.6	105.4	100.2
2004	**107.0**	107.3	108.6	108.4	108.5	106.6	106.7	105.4	107.5	109.5	106.6	103.6	106.9	101.2

	Can.	N.L.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
					index (2001 calendar year = 100)						
Consumer Price Index (academic years: September to August)[1]											
1991/1992	**85.4**	86.9	87.0	85.9	87.1	87.8	84.6	82.0	82.6	82.9	85.9
1992/1993	**87.0**	88.2	88.3	86.3	87.7	89.2	85.9	84.0	84.8	83.9	88.9
1993/1994	**87.6**	89.6	88.9	87.9	88.6	88.8	86.5	85.5	86.7	85.0	91.1
1994/1995	**88.9**	90.8	89.4	88.9	89.8	89.3	87.9	87.5	88.4	86.8	93.2
1995/1996	**90.4**	91.9	91.3	90.0	90.8	90.8	89.4	89.4	89.8	88.7	94.3
1996/1997	**92.0**	94.1	92.7	92.3	92.7	92.3	91.2	91.6	91.5	90.7	95.1
1997/1998	**93.0**	94.7	92.6	93.2	93.6	93.5	92.2	92.6	92.4	91.8	95.5
1998/1999	**94.2**	95.3	92.8	93.8	94.3	94.7	93.5	94.3	94.0	93.4	96.1
1999/2000	**96.6**	98.0	96.1	97.1	97.3	96.9	96.0	96.6	96.0	96.6	97.6
2000/2001	**99.5**	100.0	99.6	99.8	99.8	99.5	99.3	99.5	99.2	99.9	99.7
2001/2002	**101.1**	101.0	101.1	101.4	101.6	101.0	101.1	100.7	101.6	101.3	101.4
2002/2003	**104.4**	104.8	105.7	106.0	106.5	104.1	104.0	103.0	104.7	107.3	104.0
2003/2004	**106.2**	106.3	107.5	107.4	107.6	105.7	106.0	104.4	106.5	108.9	105.9
2004/2005	**108.5**	109.2	110.7	110.3	110.0	108.1	108.2	107.4	109.3	110.7	108.0
2005/2006	**111.2**	111.9	114.5	113.5	112.9	110.6	110.7	109.8	111.6	114.8	110.2

Appendix 3

Basic reference statistics

	Can.	N.L.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Y.T.	N.W.T.	Nvt.
							in millions of dollars							
Gross domestic product (GDP)[2]														
1999	**982,441**	12,184	3,159	23,059	19,041	210,809	409,020	31,966	30,778	117,080	120,921	1,085	2,292	747
2000	**1,076,577**	13,922	3,366	24,658	20,085	224,928	440,759	34,057	33,828	144,789	131,333	1,190	2,515	834
2001	**1,108,048**	14,179	3,431	25,909	20,684	231,624	453,701	35,157	33,127	151,274	133,514	1,259	2,972	876
2002	**1,152,905**	16,457	3,701	27,082	21,169	241,448	477,763	36,559	34,343	150,594	138,193	1,254	3,033	951
2003	**1,213,408**	18,186	3,806	28,801	22,346	250,626	493,219	37,420	36,583	170,300	145,763	1,302	3,691	992
2004	**1,290,788**	19,473	4,027	29,859	23,487	262,988	517,608	39,825	40,021	188,865	157,540	1,404	4,245	1,073

	Can.	N.L.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
						index (2001=100)					
Gross domestic product (GDP) implicit price index[3]											
1991	**85.8**	82.2	86.6	86.9	84.7	88.1	89.5	85.9	79.3	71.6	80.6
1995	**91.1**	86.1	88.2	90.9	92.3	92.6	93.2	91.2	90.6	76.4	92.2
2000	**98.9**	99.7	97.0	98.2	98.7	98.6	98.8	97.6	101.1	97.4	99.0
2001	**100.0**	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2002	**101.0**	99.7	102.3	100.3	98.0	101.8	102.1	102.3	103.8	97.3	100.1
2003	**104.3**	103.4	104.4	105.4	101.0	104.0	103.8	103.4	106.1	107.1	102.8
2004	**107.5**	112.4	107.3	108.1	102.5	106.8	106.0	107.2	112.7	112.3	106.6

... not applicable

1. This index was used in PCEIP 2007 university tuition fee tables. As there are no universities in the territories, the index is not calculated for the territories.
2. Based on CANSIM Table 384 - 0002.
3. The GDP implicit price index is used to deflate university research and development (R&D) expenditures and the source of funds of these expenditures for Canada and the provinces. The source of this index is Statistics Canada's CANSIM Table 384-0036 (1997=100). For PCEIP 2007, this index was rebased to 2001=100 by dividing the series for Canada and each province by the 2001 factor.

Appendix 4

Concordance table of 2007 PCEIP tables with 2005, 2003 and 1999 PCEIP

2007	2005	2003	1999
Table A.1.1			
Estimates and projections, population aged 0 to 29, Canada and jurisdictions, 1991 to 2031	Table A1.1	Table A1.1	Table 2.1
Table A.1.2			
Estimates and projections, population aged 0 to 29 with Aboriginal identity, Canada and jurisdictions, 2001 to 2016	N/A	N/A	N/A
Table A.2.1			
Proportion of immigrants among the school-age population (ages 5 to 24), Canada and jurisdictions, in and out of census metropolitan areas (CMAs), 1991, 1996 and 2001	Table A2.1	Table A2.1	Tables 2.2 and 2.3
Table A.2.2			
Proportion of visible minorities among the school-age population (ages 5 to 24), Canada and jurisdictions, in and out of census metropolitan areas (CMAs), 1991, 1996 and 2001	Table A2.2	Table A2.2	N/A
Table A.2.3			
Proportion of the school-age population (ages 5 to 24) with non-official home language, Canada and jurisdictions, in and out of census metropolitan areas (CMAs), 1991, 1996 and 2001	Table A2.3	Table A2.3	N/A
Table A.2.4			
Proportion of the population aged 5 to 24 with Aboriginal identity, Canada, in and out of census metropolitan areas (CMAs), 1996 and 2001	Table A2.4	Table A2.4	N/A
Table A.2.5			
Proportion of the population aged 5 to 24 with Aboriginal identity, jurisdictions, in and out of census metropolitan areas (CMAs), 1996 and 2001	Table A2.4	Table A2.4	N/A

Concordance table of 2007 PCEIP tables with 2005, 2003 and 1999 PCEIP

2007	/2005	2003	1999
Table A.3.1			
Percentage of the school-age population (ages 5 to 24) in low income, Canada and provinces, 1990, 1995, 2000 and 2004	Table A3.1	Table A4.1	Table 2.6
Table A.3.2			
Distribution of the school-age population (ages 5 to 24), by number of years in low income between 1999 and 2004, Canada and provinces	Table A3.2	Table A4.2	N/A
Table A.4.1			
Distribution of the school-age population, by age group and living arrangements, Canada and jurisdictions, 1991 and 2001	N/A	Table A3.1	N/A
Table A.4.2			
Distribution of the school-age population, by age group and work activity of parents, Canada and jurisdictions, 1991 and 2001	N/A	Table A3.2	N/A
Table A.4.3			
Distribution of the population aged 5 to 24 with Aboriginal identity, by age group and living arrangements, Canada and jurisdictions, 1996 and 2001	N/A	N/A	N/A
Table A.4.4			
Distribution of the population aged 5 to 24 with Aboriginal identity, by age group and work activity of parents, Canada and jurisdictions, 1996 and 2001	N/A	N/A	N/A
Table B.1.1			
Combined public and private expenditures on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (in millions of 2001 constant dollars)	Table B1.1	Table B1.1	Table 3.22
Table B.1.2			
Indices of change in combined public and private expenditures on education, in 2001 constant dollars, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (1997/1998 = 100)	Table B1.2	Table B1.2	Table 3.22
Table B.1.3			
Percentage distribution of combined public and private expenditures on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003	Table B1.3	Table B1.3	N/A

Concordance table of 2007 PCEIP tables with 2005, 2003 and 1999 PCEIP

2007	/2005	2003	1999
Table B.1.4 Combined public and private expenditures on education per capita and index of change, Canada and jurisdictions, 1997/1998 to 2002/2003 (in 2001 constant dollars)	Table B1.4	Table B1.5	Table 3.23
Table B.1.5 Combined public and private expenditures on education as a percentage of GDP and index of change, Canada and jurisdictions, 1999/2000 to 2002/2003	Table B1.5	Table B1.6	Table 3.24
Table B.2.1 Public expenditures on education, health, social services, and non-social programs, Canada, 1989/1990 to 2005/2006 (in 2001 constant dollars)	Table B2.3	Table B2.1	N/A
Table B.2.2 Public expenditures on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (in millions of 2001 constant dollars)	Table B2.1	Table B2.2	N/A
Table B.2.3 Indices of change in public expenditures on education, in 2001 constant dollars, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (1997/1998 = 100)	Table B2.2	Table B2.3	Table 3.22
Table B.2.4 Private expenditures on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (in millions of 2001 constant dollars)	Table B2.4	Table B2.4	N/A
Table B.2.5 Indices of change in private expenditures on education, in 2001 constant dollars, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (1997-1998 = 100)	Table B2.5	Table B2.5	N/A
Table B.2.6 Private expenditures as a percentage of total expenditures on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003	Table B2.6	Table B2.6	N/A
Table B.2.7 Percentage of households incurring education expenditures and average expenditure per household on education, Canada and provinces, 2004	Table B2.7	Table B2.7	N/A

Concordance table of 2007 PCEIP tables with 2005, 2003 and 1999 PCEIP

2007	/2005	2003	1999
Table B.2.8			
Average undergraduate university tuition fees, Canada and provinces, 1991/1992 to 2005/2006 (in 2001 constant dollars)	Table B2.8	Table B2.8	Table 3.27
Table B.2.9			
Average undergraduate university tuition fees, Canada and provinces, 2006/2007 (in current dollars)	N/A	N/A	N/A
Table B.2.10			
Average university tuition fees by faculty, Canada, 1991/1992 to 2005/2006 (in 2001 constant dollars)	Table B2.9	Table B2.9	N/A
Table B.2.11			
Average university tuition fees by faculty, Canada, 2006/2007 (in current dollars)	N/A	N/A	N/A
Table B.2.12			
University and university-college revenues, by source, as a percentage of total revenue, Canada and provinces, 1999/2000 and 2004/2005	Table B2.10	Table B2.10	N/A
Table B.2.13			
University expenditures, by resource category, Canada and provinces, 1999/2000 to 2004/2005 (in thousands of 2001 constant dollars)	N/A	Table B3.1	N/A
Table B.2.14			
Percentage distribution of university expenditures, by resource category, Canada and provinces, 1999/2000 to 2004/2005	N/A	Table B3.2	Table 3.29
Table B.3.1			
Percentage of graduates who borrowed from government student loan programs and average debt at graduation, 1995 and 2000 graduates, Canada and provinces	Table B3.1	Tables B4.1 and B4.2	Table 3.30
Table B.3.2			
Incidence and repayment of government student loans among 2000 graduates who did not pursue any further postsecondary education program, Canada and provinces	Table 3.1	Table 4.2	N/A
Table C.1.1			
Physical limitations, participation in out-of-school activities and exposure to books, 4- and 5-year-olds, by sex, Canada, 2004/2005	Table C1.1	Table C1.1	N/A
Table C.1.2			
Peabody Picture Vocabulary Test (Revised) scores for 4- and 5-year-olds, by sex, Canada, 2004/2005	Table C1.2	Table C1.2	N/A

Concordance table of 2007 PCEIP tables with 2005, 2003 and 1999 PCEIP

2007	/2005	2003	1999
Table C.2.1			
Full-time-equivalent enrolments in public elementary and secondary schools, Canada and jurisdictions, 1997/1998 to 2004/2005	Table C2.1	Table C2.1	N/A
Table C.2.2			
Full-time-equivalent educators in public elementary and secondary schools, Canada and jurisdictions, 1997/1998 to 2004/2005	Table C2.2	Table C3.3	Table 3.3
Table C.2.3			
Student-educator ratio in public elementary and secondary schools, Canada and jurisdictions, 1997/1998 to 2004/2005	Table C2.3	Table C3.2	Table 3.13
Table C.2.4			
Full-time educators (headcount) in public elementary-secondary schools, number and percentage distribution by age and sex, Canada and jurisdictions, 2004/2005	N/A	Table C3.6	Table 3.7
Table C.2.5			
Age distribution of full-time educators in public elementary-secondary schools and of full-time employed labour force, Canada and provinces, 2004/2005	N/A	Table C3.7	Table 3.7
Table C.2.6			
Part-time educators (headcount) as a percentage of educators in public elementary-secondary schools, by sex, Canada and jurisdictions, 1997/1998 and 2004/2005	N/A	Table C3.4	Table 3.11
Table C.2.7			
Males (headcount) as a percentage of educators in public elementary-secondary schools, Canada and jurisdictions, 1997/1998 and 2004/2005	N/A	Table C3.5	Table 3.4
Table C.3.1			
High school graduation rates (from first educational program), by sex and age relative to typical age of graduation, Canada and jurisdictions, 1997/1998 and 2002/2003	N/A	Table C7.2	Table 4.8
Table C.4.1			
Estimated average scores, standard errors and percentage distribution of 15-year-old students by mathematics proficiency on the PISA mathematics combined scale, Canada, provinces and selected countries, 2003	Table C4.1	Table C6.3	N/A

Concordance table of 2007 PCEIP tables with 2005, 2003 and 1999 PCEIP

2007	/2005	2003	1999
Table C.4.2 Estimated average scores, standard errors and percentage distribution of 15-year-old students by reading proficiency on the PISA combined reading literacy scale, Canada, provinces and selected countries, 2000	N/A	Table C6.1	N/A
Table C.4.3 Comparison of estimated average performance in mathematics for PISA 2003 and PISA 2000 assessments, Canada and provinces	Table C4.3	N/A	N/A
Table C.4.4 Comparison of estimated average performance in reading for PISA 2003 and PISA 2000 assessments, Canada and provinces	Table C4.4	N/A	N/A
Table C.4.5 Comparison of estimated average performance in science, PISA 2003 and PISA 2000 assessments, Canada and provinces	Table C4.5	N/A	N/A
Table C.4.6 Percentage of 13-year-old students at performance level 2 or above in SAIP assessments, Canada and jurisdictions	Tables C4.7 and C4.11	Tables C6.5 and C6.9	Table 4.1
Table C.4.7 Percentage of 16-year-old students at performance level 3 or above in SAIP assessments, Canada and jurisdictions	Tables C4.8 and C4.12	Tables C6.6 and C6.10	Table 4.2
Table C.4.a Performance of jurisdictions relative to Canada in SAIP assessments, showing percentage of 13-year-olds at level 2 or above	N/A	N/A	N/A
Table C.4.b Performance of jurisdictions relative to Canada in SAIP assessments, showing percentage of 16-year-olds at level 3 or above	N/A	N/A	N/A
Table C.5.1 Number of students per computer, proportion of home computers connected to the Internet, 15-year-old students, Canada, other countries and provinces, 2003	Table C3.1	Table C5.1	Table 3.31
Table C.5.2 Percentage of 15-year-old students who reported availablility of computers at home and at school, Canada, other countries and provinces, 2003	N/A	Table C5.2	N/A

Concordance table of 2007 PCEIP tables with 2005, 2003 and 1999 PCEIP

2007	/2005	2003	1999
Table C.5.3			
Percentage of 15-year-old students who reported using computers at home and at school, by frequency of use, Canada, other countries and provinces, 2003	N/A	Table C5.3	N/A
Table C.5.4			
Percentage of 15-year-old students who reported using computers to help them learn school material, by frequency of use, Canada, other countries and provinces, 2003	N/A	Table C5.4	N/A
Table C.5.5			
Percentage of 15-year-old students who reported use of computers at school, by frequency of use and sex, Canada, other countries and provinces, 2003	N/A	Table C5.5	N/A
Table D.1.1			
Number of registered apprentices, Canada and jurisdictions, 1994 and 2004	Table D1.1	Table D1.4	N/A
Table D.1.2			
Number of registered apprentices, by sex and major trade group, Canada, 1994 and 2004	Table D1.2	Table D1.5	N/A
Table D.1.3			
Number and percentage distribution of registered apprentices, by age group, Canada, 1994 and 2004	Table D1.3	Table D1.6	N/A
Table D.1.4			
Public college and institute full-time enrolment (headcount), by sex, Canada and jurisdictions, 2003/2004 and 2004/2005	N/A	Table D1.9	Table 3.17
Table D.1.5			
University enrolment, by sex and registration status, Canada and provinces, 1994/1995, 1999/2000 and 2004/2005	Table D1.4	Table D1.10	Table 3.18
Table D.1.6			
Percentage of males relative to total full-time university enrolment, by registration status, Canada and provinces, 1994/1995 and 2004/2005	Table D1.5	Table D1.11	N/A
Table D.2.1			
Number of registered apprenticeship completions, Canada and jurisdictions, 1994 and 2004	Table D5.1	Table D5.2	N/A
Table D.2.2			
Number of registered apprenticeship completions, by sex and trade group, Canada, 1994 and 2004	Table D5.2	Table D5.3	N/A

Concordance table of 2007 PCEIP tables with 2005, 2003 and 1999 PCEIP

2007	/2005	2003	1999
Table D.2.3			
Number of diplomas and degrees granted and graduation rates, by level of education, Canada, 1976 to 2004	Table D5.3	Table D5.4	Table 4.9
Table D.2.4			
Graduation rates, by program level and jurisdiction of study, Canada and jurisdictions, 1991 to 2004	Table D5.4	Table D5.5	Table 4.10
Table D.2.5			
Number of graduates from public colleges and institutes, by sex and type of credential, Canada and jurisdictions, 2003/2004 and 2004/2005	N/A	N/A	N/A
Table D.2.6			
University graduation rates, by level of degree, sex and field of study, Canada, 1994 and 2004	Table D5.5	Table D5.7	Table 4.12
Table D.2.7			
Number of university degrees/diplomas/certificates granted, by sex and field of study, Canada and provinces, 1994	Table D5.6	Table D5.8	Table 4.14
Table D.2.8			
Number of university degrees/diplomas/certificates granted, by sex and field of study, Canada and provinces, 2004	Table D5.7	Table D5.9	Table 4.15
Table D.3.1			
Number of full-time educators in universities, by rank and sex, Canada and provinces, 1994/1995 and 2004/2005	Table D3.1	Table D3.2	Table 3.9
Table D.3.2			
Age distribution and median age of full-time university educators, by sex, Canada and provinces, 2004/2005	Table D3.2	Table D3.4	Table 3.9
Table D.3.3			
Age distribution of full-time university educators and of full-time employed labour force, Canada and provinces, 2004/2005	Table D3.2	Table D3.4	Table 3.9
Table D.3.4			
Number and salary of full-time educators in universities, by rank and sex, Canada and provinces, 1994/1995 and 2004/2005	Table D3.3	Table B3.4	Table 3.12
Table D.4.1			
Total domestic expenditures on R&D as a percentage of GDP, Canada in relation to all OECD countries, 2004 (or latest available year)	Table D4.1	Table D4.1	N/A

Concordance table of 2007 PCEIP tables with 2005, 2003 and 1999 PCEIP

2007	/2005	2003	1999
Table D.4.2			
Total domestic expenditures on R&D as a percentage of GDP, Canada and jurisdictions, G-7, and leading OECD countries, 1991, 1995, 2000, 2002, 2003 and 2004	Table D4.2	Table D4.2	N/A
Table D.4.3			
Percentage of total R&D by sector, Canada and jurisdictions, G-7, leading OECD countries, 2004	Table D4.3	Table D4.3	N/A
Table D.4.4			
Expenditures on R&D, and percentage change, Canada and provinces, 1991, 2000, 2002, 2003 and 2004 (in real 2001 dollars)	Table D4.4	Table D4.4	N/A
Table D.4.5			
Sources of funds for university R&D expenditures in millions of real 2001 dollars and as a percentage of total funding, Canada and provinces, 1991, 1995, 2000, 2002, 2003 and 2004	Table D4.5	Table D4.6	N/A
Table D.5.1			
Comparison of provinces and territories based on average proficiency scores, by literacy domain, population aged 16 and over, 2003	N/A	N/A	N/A
Table D.5.2			
Literacy levels for prose proficiency, by urban/rural status, Canada and jurisdictions, population aged 16 and over, 2003	N/A	N/A	Table 4.5
Table D.5.3			
Literacy levels for prose proficiency, by age group and sex, Canada and jurisdictions, population aged 16 and over, 2003	N/A	N/A	Table 4.5
Table D.5.4			
Literacy levels for prose proficiency, by educational attainment, Canada and jurisdictions, population aged 16 and over, 2003	N/A	N/A	N/A
Table D.5.5			
Employment rate, by literacy level for document proficiency, Canada and jurisdictions, population aged 16 to 65, 2003	N/A	N/A	N/A
Table D.5.6			
Literacy levels for prose proficiency, Aboriginal (urban) and non-Aboriginal (urban and rural) populations aged 16 and over in Manitoba and Saskatchewan, 2003	N/A	N/A	Table 4.5

Concordance table of 2007 PCEIP tables with 2005, 2003 and 1999 PCEIP

2007	/2005	2003	1999
Table D.5.7			
Literacy levels for prose proficiency, Aboriginal and non-Aboriginal populations aged 16 and over in Yukon, Northwest Territories and Nunavut, 2003	N/A	N/A	Table 4.5
Table D.6.1			
Level of educational attainment in the population aged 25 to 64, OECD countries, Canada and jurisdictions, 2004	Table D6.1	Tables D6.1 and D6.4	Table 2.7
Table D.6.2			
Distribution of the population aged 25 to 64 with Aboriginal identity, by level of educational attainment and age group, Canada and jurisdictions, 1996 and 2001	N/A	Table D6.7	Table 4.18
Table D.6.3			
Level of educational attainment in the population aged 25 to 64, off-reserve Aboriginal population from Western Canada, 2004	N/A	N/A	N/A
Table D.6.4			
Distribution of the population aged 25 to 64, by level of educational attainment and age group, Canada and jurisdictions, 1996 and 2001	N/A	Table D6.1	Table 4.20
Table D.6.5			
Level of educational attainment in the population aged 25 to 64 with Aboriginal identity, by sex, Canada, 1996 and 2001	N/A	Table 6.7	Table 4.18
Table D.6.6			
Level of educational attainment in the population aged 25 to 64, by sex, Canada, 1996 and 2001	N/A	Table D6.1	Table 4.20
Table E.1.1			
Participation rate in education, by education level and age, Canada, 1995/1996 and 2005/2006	Table E1.1	Table E1.1	N/A
Table E.1.2			
Participation rate in education, by education level and age group, Canada and provinces, 1995/1996 and 2005/2006	N/A	N/A	Table 3.19
Table E.1.3			
Comparison of high school education status of two cohorts of 19-year-olds by sex, Canada and provinces, 1999 and 2003	N/A	N/A	N/A
Table E.1.4			
Postsecondary education status of 22- to 24-year-olds who were no longer in high school, by sex, Canada and provinces, December 2003	N/A	N/A	N/A

Concordance table of 2007 PCEIP tables with 2005, 2003 and 1999 PCEIP

2007	/2005	2003	1999
Table E.1.5			
Percentage of 18- to 20-year-old high school dropouts in 1999 who had graduated from high school, had some postsecondary education or graduated from a postsecondary education program by December 2003, by sex, Canada and provinces	N/A	N/A	N/A
Table E.2.1			
Proportion of students who were also working, by education level and age, Canada, 1995/1996 and 2005/2006	Table E1.2	Table E1.2	N/A
Table E.2.2			
Proportion of students who were also working, by education level and age group, Canada and provinces,1995/1996 and 2005/2006	N/A	N/A	N/A
Table E.2.3			
Distribution of the population aged 15 to 29, by education level, labour force status and age, Canada, 2005/2006	Table E1.3	Table E1.3	N/A
Table E.2.4			
Distribution of the population aged 15 to 29, by education level, labour force status and age group, Canada and provinces, 2005/2006	N/A	N/A	N/A
Table E.2.5			
Percentage of 1995 and 2000 graduates working full-time, two and five years after graduation, by level of education and province of study	N/A	N/A	Table 5.9
Table E.2.6			
Percentage of 1995 and 2000 university graduates working full-time, two and five years after graduation, by sex and field of study, Canada	N/A	N/A	Table 5.8
Table E.2.7			
Percentage of 1995 and 2000 college graduates working full-time, two and five years after graduation, by sex and field of study, Canada	N/A	N/A	N/A
Table E.2.8			
Median annual earnings of 1995 and 2000 graduates working full-time, two and five years after graduation, by level of education and province of study	N/A	N/A	Table 5.12
Table E.2.9			
Distribution of annual earnings of 2000 graduates working full-time, two and five years after graduation, by sex, level of education and province of study	N/A	N/A	N/A

Concordance table of 2007 PCEIP tables with 2005, 2003 and 1999 PCEIP

2007	/2005	2003	1999
Table E.2.10			
Median annual earnings of 1995 and 2000 college graduates working full-time, two and five years after graduation, by sex and field of study	N/A	N/A	Table 5.12
Table E.2.11			
Median annual earnings of 1995 and 2000 university graduates working full-time, two and five years after graduation, by sex and field of study	N/A	N/A	Table 5.13
Table E.2.12			
Migration characteristics of 1995 graduates in the period before enrolling and two years after graduation, Canada and jurisdictions	N/A	N/A	Table 5.16
Table E.2.13			
Migration characteristics of 2000 graduates in the period before enrolling and two years after graduation, Canada and jurisdictions	N/A	N/A	Table 5.17
Table E.3.1			
Unemployment rates of population aged 15 and over, by level of education, Canada, 1990 to 2006	Table E2.1	Table E2.2	Table 5.3
Table E.3.2			
Unemployment rates of 25- to 29-year-olds, by educational attainment, Canada and provinces, 1996 and 2006	Table E2.2	Table E2.3	Table 5.4
Table E.3.3			
Unemployment rates of population aged 15 and over, by level of education, off-reserve Aboriginal population from Western Canada, 2004 to 2006	N/A	N/A	N/A
Table E.3.4			
Distribution of earners by educational attainment at different earnings levels, Canada, 2000	N/A	Table E2.6	N/A
Table E.3.5			
Relative earnings of the 25- to 64-year-old population with income from employment, by level of educational attainment, selected OECD countries (high school and trade-vocational education = 100), 2002, 2003 and 2004	Table E2.3	Table E2.4	N/A
Table E.3.6			
Average employment income, by age group and education level, Canada, 2000	Table E2.4	Table E2.5	N/A

Note: N/A = not applicable.

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Note of appreciation to staff of the Centre for Education Statistics at Statistics Canada for their invaluable contribution to this report, and to staff of Dissemination Division and Translation Services at Statistics Canada.

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Education Indicators in Canada
Handbook for the Report of the Pan-Canadian Education Indicators Program 2007
is available in English and French
from the Web sites of CMEC
and Statistics Canada:
www.cmec.ca
www.statcan.ca



81-582-GPE
Canada $70.00
ISBN 978-0-660-19809-5

PCEIP 2007

ISBN 978-0-660-19809-5

Canada